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ABSTRACT

Research was conducted to examine student response to the fall 1984 Annenberg/CPB (Corporation for Public Broadcasting) telecourse experience and to determine factors that influenced students' decisions to take and/or drop the course, how they used the materials available to them, how effective they found these materials to be, and how this course experience compared to other college course experiences. Course use was examined in three ways: focus study sessions, study logs maintained by students, and a telephone survey of those who dropped the courses. A total of 200 students in 26 institutions participated in the study of 5 courses: (1) Brain, Mind and Behavior; (2) The Write Course; (3) The Constitution: That Delicate Balance; (4) The New Literacy; and (5) Congress: We the People. The first of two sections in this document provides an executive summary of the study, which includes conclusions and recommendations, a summary of the study's findings, and its research methodology. The second section contains the final research report, which presents data on: (1) participants' college enrollment status; (2) Annenberg/CPB telecourse enrollment patterns; (3) students' experiences with the telecourses; (4) the role of the institution in the telecourse experience; (5) assessment of the telecourse materials; (6) overall course assessment; and (7) questionnaire responses. (JB)

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STUDENT USES OF THE

ANNENBERG/CPB TELECOURSES

IN THE FALL OF 1984

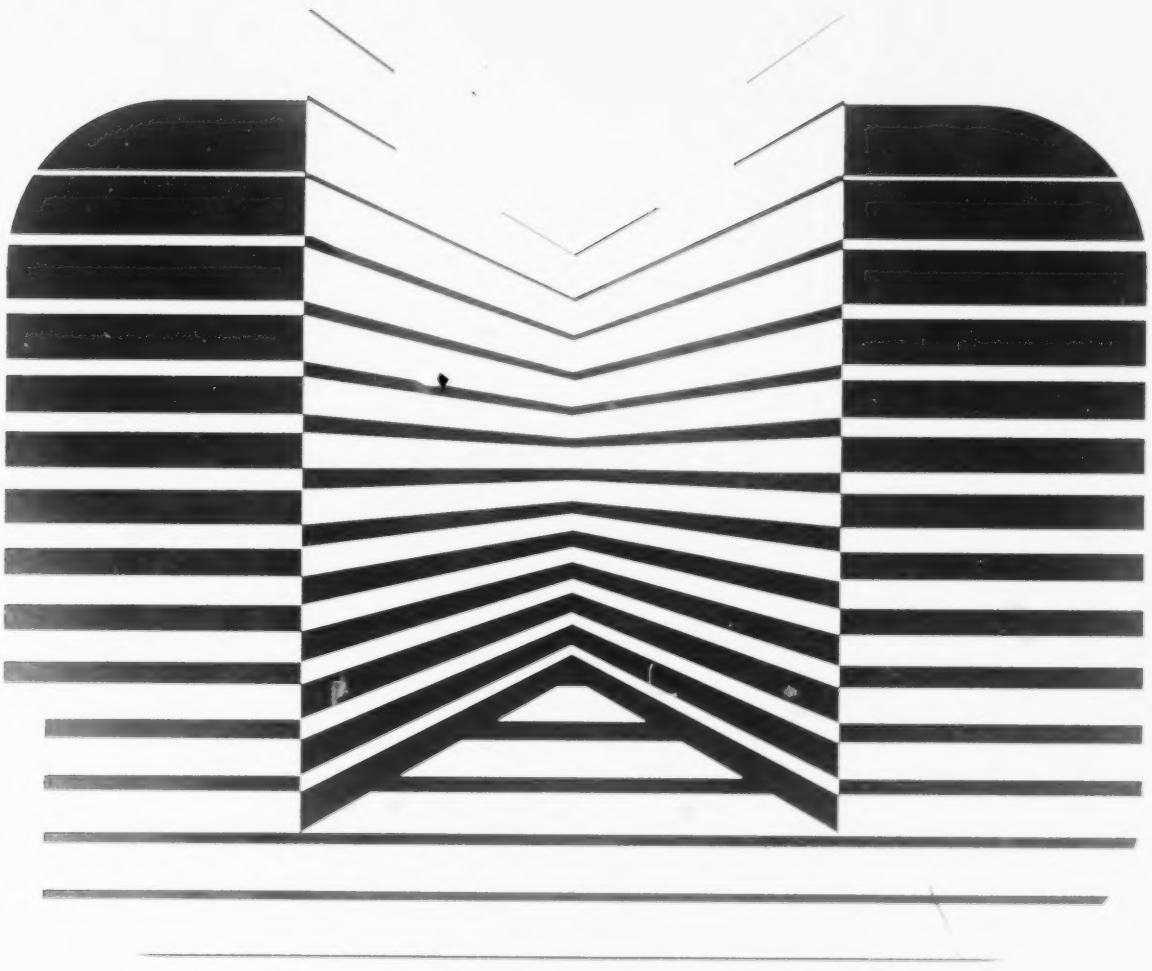
EXECUTIVE SUMMARY

and

FINAL RESEARCH REPORT

February 1985

Research on Student Uses of the Annenberg/CPB Telecourses in the Fall of 1984



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A Report From
The Annenberg/CPB Project

Executive Summary

Research on Student Uses of the Annenberg/CPB Telecourses in the Fall of 1984

The Annenberg/CPB Project

February 1985

The contents of this Executive Summary are excerpted from a longer report submitted to the Annenberg/CPB Project by Research Communications,. Ltd.

STUDENT USES OF THE ANNENBERG/CPB TELECOURSES IN THE FALL OF 1984

EXECUTIVE SUMMARY

RESEARCH OBJECTIVE

The main purpose of this research effort was to examine student response to the fall 1984 Annenberg/CPB telecourse experience. This study was designed to determine factors which influenced students' decisions to take and/or drop the course; how they used the materials available to them; how effective they found these materials to be; and how this course experience compared to other college course experiences.

Course use was examined in three ways: focus group sessions, study logs maintained by students, and a telephone survey of those who dropped the courses. First, students at half of the focus group sites attended a midpoint evaluation test session which focused on course use to date. During this midpoint session, this sample was given a study log to complete between the midpoint and final focus group sessions. Finally, the full sample (N=200) participated in focus group sessions scheduled at the end of the semester. Dropout students were identified by participating institutions and were contacted by phone in order to determine why students did not complete the course.

Each focus group session was scheduled with 5 to 10 students who were enrolled in a specific course which was evaluated by all participants in that group. Courses were tested in a total of 26 institutions distributed across the country.

The courses evaluated in this study included:

Brain, Mind and Behavior
The Constitution: That Delicate Balance
The Write Course
The New Literacy
Congress: We the People

This executive summmary is organized into three parts: Conclusions and Recommendations (p. 2); Summary of Findings (p. 4); and Methodology (p. 14).

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions from the Student Uses Study should prove useful to institutions in structuring telecourse offerings; to course developers in generating materials which meet student expectations; and to the Annenberg/CPB Project which will continue over the next decade to fund course experiences which meet learner needs.

1. The Annenberg/CPB telecourse student is a distant learner but not an isolated one. These students often are enrolled concurrently in on-campus courses and most have prior experience with on-campus courses. Most live within a half-hour of the campus. Although they take telecourses to minimize travel to the campus, this is more a function of scheduling conflicts that would prevent them from taking the course on-campus than of total inaccessibility to the campus.

2. The Annenberg/CPB telecourses were perceived to be as difficult, interesting, and challenging as on-campus courses. Grades for these courses were comparable to those obtained for prior courses students had taken. This finding held true for students in both two- and four-year institutions.

3. Some first users were surprised by the amount of work demanded of them. Commitment and motivation may well be underlying factors which differentiate between dropout students and those that complete the course. A more extensive study of dropout students is recommended to examine these underlying factors which influence dropout rates across a variety of telecourses. Preliminary investigation suggests that this pattern may be idiosyncratic to telecourses and not a function of the quality of the course offered, but more information is needed about factors which influence dropout rates.

4. Most students reported that they first learned of the Annenberg/CPB telecourse from the college course catalog. They indicated that institutions should expand their promotional efforts to inform students about the availability of telecourses. Mailed brochures were received by more than a third of the students but the mass media were infrequently cited as sources for hearing about course offerings.

5. A key ingredient for a successful telecourse is that the instructor be available to students either for contact by phone or during office hours. Telecourse students often wanted more optional on-campus class meetings. This finding counteracts the misconception held by some faculty that a telecourse eliminates the need for an instructor.

6. These telecourse students found scheduling proper viewing and study time the greatest challenges to their coursework since they carry heavy job and family responsibilities along with their courseload. Institutions need to recognize the demand on these students' time and facilitate the learning process by scheduling multiple broadcasts of programs in the telecourse and by making backup videotapes available when programs are missed.

7. Because of the demands made on these students' time, many prefer viewing programming in a one-hour block during the week. This finding has implications for the design of programs and scheduling of broadcasts.

8. Students were pleased that their Annenberg/CPB telecourse provided credits at the intermediate level. One-third were enrolled in an Annenberg/CPB course that was in their academic major. More courses at the higher levels are warranted for students who are attracted to telecourses but have moved beyond introductory level.

9. Although reading the print materials prior to viewing the programs was recommended, students used the materials in a variety of ways. Some chose to read the print before viewing the program while others found that they learned more by reading after viewing. The variety noted in study habits underscores the importance of developing materials which contribute to learning independent of sequence.

10. While the textbook is of the greatest importance to telecourse students, the television programs rank second. Many students stated that the television programs in these Annenberg/CPB courses were of high production quality.

11. Response to the programs was dictated, in part, by response to the host of a series. Host testing is encouraged to assure that hosts are perceived to be competent, credible, and thought-provoking to students.

12. Effective study guides provided learning objectives which were explicitly stated, chapter summaries, program synopses, glossaries, and accurate self-tests. They also integrated material from all course components. While new information is not expected from a study guide, it can add appreciably to the satisfaction that students derive from it.

13. Self-tests were important to these students as one way of letting them know how well they were grasping the material. In order to assure that students regard all aspects of the course to be important for learning, material covered in all course components should be included in the learning objectives and self-tests. Correspondence among all course components contributed to an effective telecourse experience for the student.

SUMMARY OF RESEARCH FINDINGS

PART I. COLLEGE ENROLLMENT STATUS

Targeted Degree

Almost half of the students in this sample indicated that they hoped to achieve a master's or doctoral degree. More than a third hoped to complete a bachelor's degree. Only 11% reported that the associate degree was the highest degree that they hoped to achieve and only 6% had no college degree planned. It would appear that these students have fairly high educational aspirations.

Number of Courses Enrolled In

On the average, students were enrolled in 2.7 courses. About two-thirds of the students were enrolled in more than one course and 29% enrolled in four or more courses.

Other Course Experiences

Almost all students had taken an on-campus college-level course; three out of ten had taken a correspondence course; and almost six out of ten were enrolled in an on-campus course in addition to this telecourse this semester. These findings indicate that the sample has considerable experience with other types of courses. This provides a substantial base for comparison of the Annenberg/CPB telecourses being evaluated with other courses.

Other Telecourse Experiences

Telecourse experience beyond current enrollment was less common than on-campus course experience among this sample with 43% reporting that they had taken another telecourse. Students, on the average, had taken one telecourse other than the one being evaluated in their test session. Two-year students reported more experience with telecourses than did four-year students but no differences were noted according to sex and age.

Reasons for Selecting Telecourses

Half of the students reported that they enrolled in a telecourse instead of an on-campus course because it minimized their travel to and from campus.

Although minimizing travel to and from campus was a key reason for taking the telecourse, six out of ten students lived within a half-hour of the campus. Only 7% of students lived more than an hour away from campus.

PART II. ANNENBERG/CPB TELECOURSE ENROLLMENT PATTERNS

Promotion for Course: First Contact

More than four out of ten of the students first heard of the Annenberg/CPB telecourse from their college course catalogs. One-fourth of the students first heard of the course from brochures that were mailed to them. All other sources of contact were negligible as a method of informing students about telecourses. Students commented that more promotion of telecourses was needed at their institution.

Reasons for Enrolling

When asked why they enrolled in the Annenberg/CPB telecourse, a majority (60%) of students reported that they wanted to earn college credit toward a degree. However, interest in the subject matter was also important as a reason for enrolling in the course. The high level of interest in the subject matter was comparable to that reported by students enrolled in on-campus courses which have been tested by RCL.

Telecourse in Academic Major Field and Credits Received

Almost four out of ten students reported that the telecourse they were evaluating in the test session was in their academic major. No differences among groups were noted. A majority (86%) of the students received 3 credits for the course.

The Annenberg/CPB telecourses were taken as an elective by almost six out of ten students and fulfilled a requirement for almost one-third.

Comparing Cost to On-campus Course

A majority (80%) reported that tuition for the telecourse was comparable to an on-campus course. Students in four-year institutions reported tuition for telecourses to be higher than that for on-campus courses more frequently than did students in two-year institutions. Average tuition cost was $123.03, but there was substantial variation in tuition across institutions.

PART III. THE STUDENT'S EXPERIENCE WITH THE TELECOURSE

Viewing Patterns

Weekends were preferred for viewing among more than four out of ten students. Although students selected a variety of time slots, the 7:00 to 11:00 PM time slot was selected most frequently as the best time for them to view.

Four out of ten students reported that they owned a VCR. This is twice the national average. Only 27% of those viewing broadcast programs were viewing at a time that was convenient to them.

Six out of ten students viewed at home alone. However, it is interesting to note that three out of ten students viewed at home with family and/or friends.

Viewing Preferences

Students were asked if they had to watch two half-hour programs in a week, would they want to watch them separately or in pairs. Almost two-thirds preferred to watch in pairs, and less than a fourth wanted to see the programs separately. Another 12% did not care. This finding has implications for program length for telecourses. The data suggest that students are predisposed to one-hour viewing as opposed to the more traditional telecourses with two separate 30-minute programs to be viewed in a single week.

Viewing Context

About half of the students reported that they took notes on the programs while viewing. Those students who did not take notes while viewing reported that it interrupted the flow of the program or that they did not feel the need to take notes because the print materials covered the subject matter. Few felt that the program moved too fast to take notes.

On the average, students left the room while viewing less than one time during a program. Younger students were more likely than older students to leave the room. Interviews revealed that younger women with children at home did experience more interruptions in all aspects of their studies.

When Print is Read

Although the ancillary print materials were designed to be read prior to viewing the programs, six out of ten students read the study guide and four out of ten read the textbook prior to viewing the program. Students varied in their patterns of use across the semester with some starting out reading before viewing and changing this pattern during the semester. Since students vary in their use of these materials, it is important for each component (program, study guide, and textbook) to be designed to function independently of sequence.

Study Patterns

Students viewed most of the programs for each of the telecourses (89% on the average). Fewer than half of the students reported that they had completed all of the assigned study guide readings and only 44% had completed all of the assigned textbook readings.

On the average, students studied three and a half hours a week in addition to television viewing. They reported spending a comparable amount of time studying for on-campus courses.

Comparisons to Other Telecourses and On-Campus Courses

Students compared these courses favorably with other telecourses they had taken. The high level of quality in the Annenberg/CPB course materials was mentioned. Elements affecting assessment of these courses were the availability of and contact with the instructor; study guides; organization of the course; and correspondence between video and print.

Students discussed the self-discipline demanded by a telecourse when comparing this telecourse with on-campus courses. A number of students liked going at their own pace with the course and did not miss having more contact with the instructor. Comments on the television component were positive with students citing this as an enhancement to learning. The convenience of these telecourses was a key factor in student satisfaction with the course.

On the negative side, some students cited that they lacked the necessary motivation, they missed the instructor and interactions provided by a class and that the telecourses were easier.

Course Grades

Students reported that they performed in the Annenberg/CPB courses at a level that they had performed in other courses. There was close correspondence between the course grade point average (GPA) and the student's overall GPA in courses taken to date. A very high level of satisfaction was reported by that half of the sample that had received their grades by the final test session.

PART IV. ROLE OF THE INSTITUTION IN THE TELECOURSE EXPERIENCE

Preparation of Instructor

In this first semester of the Annenberg/CPB course offerings, it was important to determine how effectively instructors had been able to prepare for the course, sometimes without benefit of the print materials until the course was underway. Most students found the instructors for these courses at least as well-prepared as instructors of courses they had taken in the past.

Number of On-campus Class Meetings

On the average, the telecourses evaluated in this study had between two and three required on-campus class meetings and two optional on-campus class meetings. Interesting findings emerged on satisfaction with the number of on-campus class meetings. Only 4% of all students felt the number of class meetings was too many. A majority (57%) found the number of class meetings to be just about right, but 34% found that there were too few.

One suggestion from students who wanted more on-campus class meetings was to offer optional class meetings in addition to those that were required. Some students reported feeling frustration when the instructor did not make information about class meetings clear.

Contact with the Instructor

On the whole, students found it somewhat easy to contact their instructor. While most students were satisfied with the accessibility of the instructor, 22% of those who tried to contact the instructor found it somewhat or very hard. One-third of the students never tried to contact the instructor. This represents the segment of the student population that is content to take the telecourse without instructor contact.

Class Attendance and Course Services

Since an average of three required on-campus class meetings had been scheduled for the semester, and students reported that they attended an average of three class meetings, it would appear that attendance is fairly good for these courses. This is not surprising since a number of students felt that there should be more optional classes. Almost one-fifth of the sample reported that they had not attended any class meetings. Students had corresponded with the instructor by mail an average of just under two times and had spoken on the phone with the instructor an average of once.

Programs Missed

More than half of the students reported that they missed viewing at least one program for their course. One-fourth of the students reported that they were able to see the tapes by viewing them in the library. Thirty percent of the students reported that they did not subsequently view the program because they didn't have time, did not know where to get the tape, or tapes were not available.

Exams and Quizzes

On the average, students took two exams and fewer than one quiz in the Annenberg/CPB courses. A combination of multiple-choice and essay questions was used in about half of the courses with multiple-choice and essay questions being used alone with less frequency. Very few took exams and quizzes with open-ended questions. Most students found the format of the tests to be very appropriate.

Arrival of Print Material

One factor that could appreciably affect the first semester use of and satisfaction with the Annenberg/CPB courses was the late arrival of print materials. One-fifth of the students reported that they experienced delays in the arrival of print and 12% were inconvenienced by the delay. Four out of ten of those receiving materials late reported that it had a somewhat negative effect on their ability to complete coursework. Only 2% of all students reported that a delay of materials affected their assessment of the course as a whole.

Problems in Taking the Course

When asked what problems were encountered in taking the telecourses, students most often mentioned scheduling conflicts in viewing the programs. Conflicts with on-campus class meetings and difficulties in reaching the instructor were also noted. Other problems cited were the high difficulty level of print material, errors in the print material, and not getting assignments back from the instructor for later study.

PART V. ASSESSMENT OF TELECOURSE MATERIALS

Profile of Print Material

Both the textbook and study guide were rated high on the dimensions of effective; informative; and helpful in achieving course objectives. However, the study guide was rated to be clearer than the textbook while the textbook was rated to be more informative than the study guide.

Students commented positively on many different aspects of the texts including diagrams, graphics, and flow charts. Some students mentioned that they intended to keep their textbook as a reference book.

Students commented negatively when the textbook did not correspond well with the video and study guide and when a lot of jumping around was required. Students also found glossaries and chapter summaries important for a textbook. Inaccuracies were cited by some students. Students liked self-tests in the study guide when these items were error-free.

Instructional Level of Courses

The textbooks and study guides for the five courses were rated to be slightly below intermediate level, on the average, with the study guides seen to be at a lower academic level than the textbooks. There were no differences in targeting instructional level between two- and four-year students.

Comparison of Difficulty to Other Course Material

Across all five courses, these materials were seen to be slightly more difficult than materials used in other telecourses. When comparing the difficulty level of the textbook to on-campus course textbooks, students rated the Annenberg/CPB course texts to be slightly more difficult, on the average.

Program Profile

Students were asked to rate the television programs in their telecourse on the same dimensions that they rated the print materials. Students rated the programs very high on all dimensions. The programs were rated higher than the print materials on the dimension of clarity.

In general, students commented on the high production quality found in all the Annenberg/CPB telecourses. Program elements which students mentioned that they liked included real life examples; information which advanced their knowledge in some way; special points of interest which related to the student; or talent in the programs that were memorable to students. Some students commented negatively on music being used in different series.

Host Ratings

Most of the hosts for the series were rated high on effectiveness by students. Most comments on hosts were positive. Hosts were most effective when used to reinforce substance and content in the series and less effective when used as a gimmick in a series.

Experts' Ratings

The experts were rated even higher than the hosts. All segments of the audience found the experts to be very effective.

General response to the use of experts was positive with most students reporting that the opinions of experts contributed to the informative value and credibility of the programs. Experts were most effective when the program made it clear who they were and why they were important to the program. Variety in experts was encouraged.

Overall Ratings of Course Materials

The textbook, study guide, and programs were all rated high by students. While the study guide was seen to be good at integrating material, it was seen to be less effective in adding new information.

The correspondence between the print and video components of the courses was generally rated high with no differences noted among responses according to type of institution and telecourse experience.

PART VI. OVERALL COURSE ASSESSMENT

Student Comments on Annenberg/CPB Telecourses

When asked what they liked best about the Annenberg/CPB telecourse, students mentioned the convenience of taking a course at home, the programs, and, less frequently, the print materials.

Print materials were also mentioned as a least favorite part of the course. Students who did not have enough contact with their instructor found that to be the greatest weakness of the course. Study guides which did not refer to the programs were problematic for students.

Value of Course Components

While 42% of students considered the textbook to be the most valuable component of the course, one-third selected the TV programs and one-quarter rated the study guide as most valuable. One-third of the students selected the instructor and more than one-quarter chose the study guide as the component they could have done without.

Satisfaction with Course

When asked how satisfied they were with the course, all segments of the student population indicated that they were somewhat to very satisfied with the Annenberg/CPB telecourse. Students with prior telecourse experience reported a higher level of satisfaction than did those without telecourse experience.

Eight out of ten students indicated that they would recommend this course to a friend. Nine out of ten students reported that they would take another telecourse. Interest in taking another telecourse was even higher among students at four-year institutions than those at two-year institutions.

Suggestions Offered by Students

When students were asked what changes their institution might make with the Annenberg/CPB telecourse, they suggested that institutions provide: available labs if they were included in the tuition fee; more office hours to see the instructor; telecourses on all campuses; better scheduling of programs; more class meetings; and better publicity about course offerings.

When asked for suggestions for the development of subsequent telecourses, students asked for more courses beyond the basic level, improving organization of the course, and offering courses that cover subjects of interest to students.

Students were also asked to offer suggestions for their institutions which would make it easier for them to take other telecourses. These included: offer more and newer courses; have videotapes available; improve scheduling by airing the programs more than once; and establish better communications and more contact with instructors.

PART VII. DROPPING OUT OF ANNENBERG/CPB FALL 1984 COURSES

Dropout Rates at the Institutions

Of the 26 institutions participating in the Student Uses Study, 12 were able to provide information on dropouts. Dropout rates for telecourses in general were 5-10% above the dropout rate for on-campus courses in all but one case where the dropout rate for telecourses was lower than that for on-campus courses. For most courses, the dropout rates for the Annenberg/CPB courses were at a level comparable to or less than the usual telecourse dropout rate with the exception of one which registered somewhat higher rates. Three-fourths of the dropout students interviewed had been enrolled in that course.

Week of Dropping Out

Dropping out apparently occurred across the semester although almost three out of ten reported dropping out in the first two weeks and as many as two out of ten dropping out in the eighth week of the course or later. The greatest concentration of dropouts (half of the sample) occurred between the third and seventh weeks.

Rating Course Materials

Both dropout and enrolled students were asked to rate the textbook, study guide, and programs in the telecourse. The print materials were rated at a comparable level by dropout and enrolled students. The programs were rated higher by enrolled students than by dropout students. However, one-third of dropouts reported that they had continued to view programs after dropping out of the course.

Reasons for Dropping Out

Late arrival of materials was cited by only 5% of the dropout students as a reason for dropping the course. The number of on-campus class meetings was also cited by few as a reason for dropping out. Dropout students reported higher levels of dropping out of other telecourses than did students who completed the Annenberg/CPB telecourse.

Reasons offered for dropping out were categorized as personal reasons; scheduling conflicts; lack of time; missed interaction with others; course-related; and other. These reasons were mentioned with equal frequency.

Interest in Telecourses

Almost two-thirds of the dropouts said that they would be interested in taking the Annenberg/CPB telecourse in another semester. Three-fourths of the dropout students would be interested in taking another telecourse while nine out of ten enrolled students reported that they would take another telecourse.

METHODOLOGY

Sample

During the last two weeks of October, institutions which offered one of the Annenberg/CPB courses were contacted by telephone in order to obtain cooperation to participate in the study. Criteria for selection were geographic dispersion of institutions; a minimum course enrollment of five students; ability to provide additional information on grades and dropouts; and availability of RCL research contacts on site. All sites were approved by the Annenberg/CPB Project staff.

A total of 13 institutions were identified to participate in a midpoint and final review session while another 13 institutions were identified for the final review session only. Institutions and students were guaranteed that their participation would be anonymous. The sampling design is illustrated below.

Table 1. Distribution of Focus Group Sample

COURSE		MIDPOINT/FINAL REVIEW SITE		FINAL REVIEW ONLY SITE	
		# Students	# Classes	# Students	# Classes
BRAIN	2 year	20	3		
	4 year			20	3
CONSTITUTION	2 year	20	2		
	4 year			19	3
WRITE COURSE	2 year	21	3		
	4 year			19	3
NEW LITERACY	2 year			23	2
	4 year	19	4		
CONGRESS	2 year			19	3
	4 year	20	3		
TOTAL		100	15	100	14

Half of the institutions participating in the study were two-year and half four-year. Enrollments in courses varied widely from institution to institution with over half enrolling less than 25 students per course. Differences were noted in enrollments by type of institution. An average of 53 students were enrolled in Annenberg/CPB telecourses offered at two-year institutions while an average of 28 were enrolled at the four-year institutions. The larger enrollments in two-year institutions were accounted for by very high enrollments (more than 100) at three institutions in the sample.

The sample for the dropout survey included 100 students in 12 different institutions. The study logs were completed by 85 students who participated in both the midpoint and final review sessions.

Instruments

Three questionnaires were developed to evaluate student use of the Annenberg/CPB telecourses. The first questionnaire covered demographics, overall course assessment, and dropout rates for other courses. A set of items used in other telecourse evaluations was utilized to compare these first five Annenberg/CPB courses to other telecourses. A second questionnaire was designed to determine how students heard of the course; why they signed up for the course; and the context in which they used the course materials. A third questionnaire focused on how effective students saw the materials to be. All questionnaires were pilot tested and subsequently revised as needed. Interviews were developed to supplement the second and third questionnaires. The midpoint and final review session questionnaires were similar, but questions regarding overall course satisfaction, exams, and grades were added for the final review session.

Procedures

RCL research contacts obtained lists of students either from the institutional contact or from visiting an on-campus class. Each student was contacted by phone and invited to attend a two-hour focus group session on-campus in mid-November and/or mid-January. Students were asked to bring the print materials and all related work to the session. Each was told that they would be evaluating the course but would not be tested on the course material.

At the outset of each session, participants were instructed on how to complete mark sensitive cards provided for their use and were asked to answer some background information questions on themselves. Next, students completed the first two questionnaires which covered course analysis and issues related to experiences with the telecourse. After completing the second questionnaire, the groups answered a series of interview questions. Then students completed the questionnaire on course materials. A second interview provided students with an opportunity to expand on their assessment of the textbook, study guide, and programs. Students were encouraged to refer to the print materials in making comments on the course materials. In the final half-hour of the midpoint session only, students were instructed on how to complete a study log which would document all course related activities between the midpoint session to the end of the semester. Students were instructed to bring these logs to the final session.

The cooperation rate among students was very high. Those students enrolled in participating classes who signed up for sessions but could not attend (28%) were interviewed by phone. Scheduling conflicts and winter weather conditions were the primary reasons for not attending the group sessions. Some groups had to be cancelled due to snow. Students were paid $20 for participating in each of the groups with an added $5 provided for those completing study logs. In the midpoint evaluation session, a study log was given to each participant. The effects of the midpoint session and log keeping were analyzed at the completion of the study.

Data Analysis

All cards were processed on a mark sensitive card reader which interfaces with Apple IIe computers at Research Communications Ltd. A software package integrated with simple power tests was used to analyze data according to predetermined independent variables. The final report provides analysis of the data according to type of institution (two-year vs. four-year), prior telecourse experience, sex, and age.

Interview responses were recorded by course, type of institution, and session attended (midpoint or final). These interview responses were included in a separate report and samples of the most common responses were represented in the final reports.

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Research Communications Ltd.

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FINAL RESEARCH REPORT ON STUDENT USES OF THE ANNENBERG/CPB TELECOURSES IN THE FALL OF 1984

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FEBRUARY 1985

FINAL REVIEW OF STUDENT USES OF THE ANNENBERG/CPB TELECOURSES

In order to evaluate student uses of the Annenberg/CPB telecourses in the fall of 1984, 200 students from 26 different institutions in Massachusetts, Maryland, Oregon, New Jersey, New York, Pennsylvania, New Hampshire, Texas, Colorado, Florida, Iowa, California, Michigan, and Kentucky attended focus group sessions designed to determine how students approached the telecourse experience and how effective they perceived the course materials to be. Half of the classes participated in a midpoint and final review session and completed study logs; the other half attended only a final review session.

REPORT FORMAT

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METHODOLOGY

STUDENT SAMPLE (N=200)

Course Evaluated:	Brain (20%); Constitution (20%); Write Course (20%); New Literacy (21%); Congress (20%)
Type of Institution:	Two-year (52%); Four-year (49%)
Telecourse Experience:	No Experience (57%); Other Experience (43%)
Course Credit Status:	Not for Credit (3%); For Credit (97%)
Sex:	Female (62%); Male (38%)
Age:	18-22 (16%); 23-34 (40%); 35-49 (31%); 50+ (13%)
Income:	Under $25,000 (38%); Over $25000 (60%); Don't Know (4%)
Ethnic Group:	White (86%); Hispanic (3%); Black (9%); Other (3%)
Work:	Full-time (57%); Part-time (18%); Homemaker (10%); No Job (11%); Other (5%)
Availability of VCR:	Own (40%); Do Not Own (60%)
Availability of Grades:	Yes (50%); No (50%)
Evaluation Session Attend:	Midpoint and Final Session (43%); Final Session Only (57%)

INSTRUMENTS

Three questionnaires were developed to evaluate telecourse use. The first questionnaire consisted of 40 items and was developed to determine overall course satisfaction and assessment. The second questionnaire consisted of 50 items designed to determine how students heard of the course; why they signed up for the course; and the context in which they used the course materials. A third questionnaire consisting of 42 items included questions on how effective students saw the materials to be in achieving course objectives. Interviews were developed to supplement the second and third questionnaires.

Preliminary versions of the questionnaires were pilot tested and subsequently revised. (See the Appendix for copies of the questionnaires and responses.)

PROCEDURES

RCL research contacts obtained lists of students either from the institution or from visiting an on-campus class. Each student was contacted by phone and invited to attend a two-hour focus group session on-campus in mid-November and/or mid-January. Students were asked to bring the print materials and all related work to the session. Each was told that they would be evaluating the course but not tested on the course material.

At the outset of each session, participants were instructed on how to complete mark sensitive answer cards provided for their use and were asked to answer some background information questions on themselves. Next, students completed the first and second questionnaires which provided overall course assessment and covered issues related to experiences with the telecourse. After completing these questionnaires, the groups answered a series of interview questions. Then students completed the questionnaire on course materials. A second interview provided students with an opportunity to expand on their assessment of the course materials. Students were encouraged to refer to the print materials in making comments on the course materials.

Those students who signed up for sessions but could not attend due to scheduling conflicts or bad weather were interviewed by phone (28% of all students). The cooperation rate among students was very high. Students were paid $20 for participating in each group. Those students who attended both the midpoint and final sessions were paid another $5.00 for completing and returning the study logs.

DATA ANALYSIS

All questionnaire data were processed on a mark sensitive card reader which is interfaced with an Apple IIe Computer. These data were reported as percentages of total respondents or mean ratings in linear and bar graph form throughout this report. Significant differences ($p \leq .05$) were derived from t-tests and are marked with a check on the graphs. Data have been analyzed according to type of institution (2-yr vs. 4-yr), sex (female vs. male), age (younger/under 35 vs. older/over 35), and telecourse experience (none vs. other).

Interview responses were reported in their entirety in the Interview Comment Report. Samples of the most common responses were included within the body of the final report. Responses offered by more than one respondent are marked with an "*," each one signifying a repetition of that response.

PART I. COLLEGE ENROLLMENT STATUS

YEAR IN COLLEGE

TYPE OF INSTITUTION

TARGETED DEGREE

NUMBER OF COURSES ENROLLED IN

OTHER COURSE EXPERIENCES

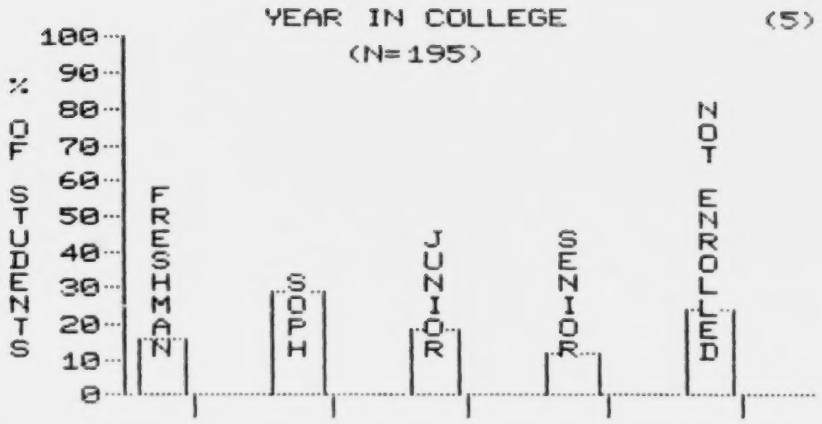
OTHER TELECOURSE EXPERIENCES

NUMBER OF COURSES DROPPED

REASONS FOR SELECTING TELECOURSES

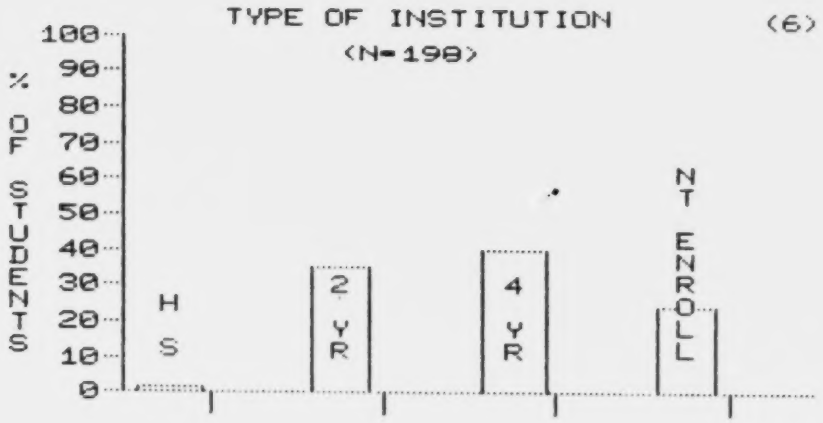
DISTANCE FROM CAMPUS

YEAR IN COLLEGE



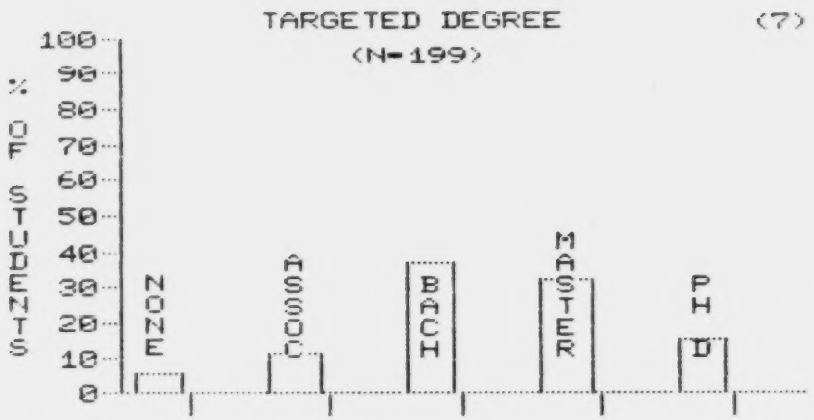
Students were asked what year they were in college. Three out of ten students in the sample were sophomores -- slightly more than in any other grade. One-fourth of the students reported that they were not currently enrolled in a college program.

TYPE OF INSTITUTION



When asked specifically what their school enrollment status was, 2% reported that they were in high school; 35% were enrolled in a two-year college; and 40% were enrolled in a four-year college. Again, almost a fourth were not enrolled.

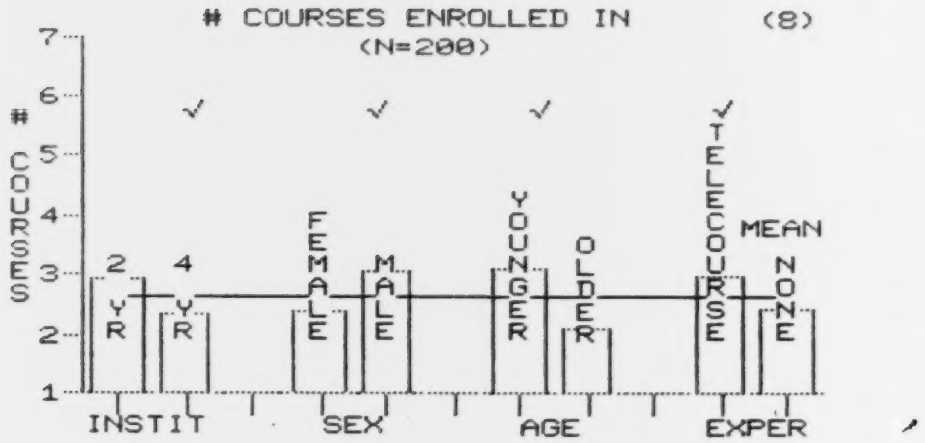
TARGETED DEGREE



In order to determine educational aspirations of the students in this sample, they were asked what degree they hoped to achieve. Almost half indicated that they hoped to achieve a master's or doctoral degree. Only 11% reported that the associate degree was the highest degree that they hoped to achieve and only 6% had no college degree planned.

It would appear that these students have fairly high educational aspirations.

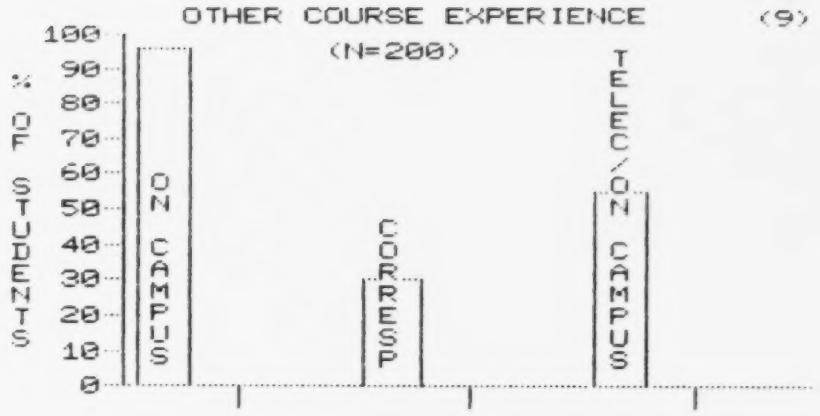
NUMBER OF COURSES ENROLLED IN



Students were asked how many courses they were taking in the fall of 1984. On the average, students were enrolled in 2.7 courses with two-year, male, and younger (those under 35 years) students enrolled in more courses than their counterparts. Students with telecourse experience were also enrolled in more classes than students who had no prior telecourse experience.

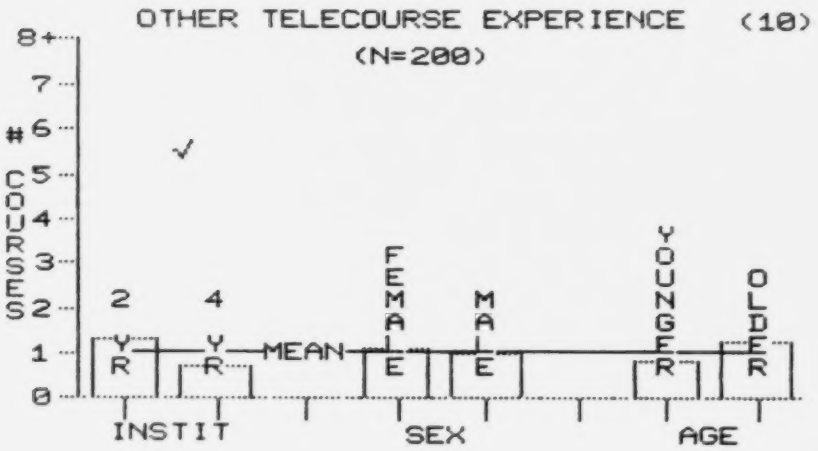
About two-thirds of the students were enrolled in more than one course. (Data not represented in the graphs can be found in the Appendix.)

OTHER COURSE EXPERIENCES



Questions on other course experiences revealed that almost all students had taken an on-campus college-level course; that three out of ten had taken a correspondence course; and that almost six out of ten were enrolled in an on-campus course in addition to this telecourse this semester. These findings indicate that this sample has considerable experience with other types of courses which provides a substantial base for comparison of the Annenberg/CPB telecourses being evaluated with other courses.

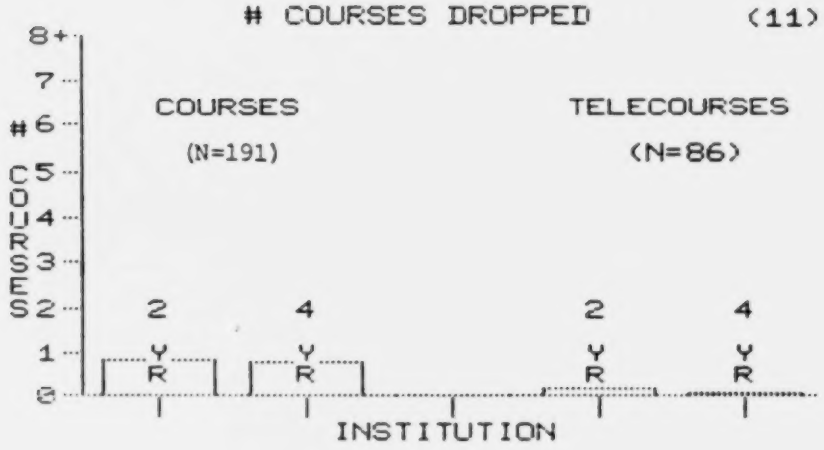
OTHER TELECOURSE EXPERIENCES



Telecourse experience was less common among this sample. Students, on the average, had taken one telecourse other than the one being evaluated in their test session. Two-year students reported more experience with telecourses than did four-year students but no differences were noted according to sex and age.

These findings provide us with a less substantial experience base upon which to compare these courses with other telecourses. Slightly more than four out of ten students had taken a prior telecourse. Only 14% of the sample was taking more than one Annenberg/CPB telecourse.

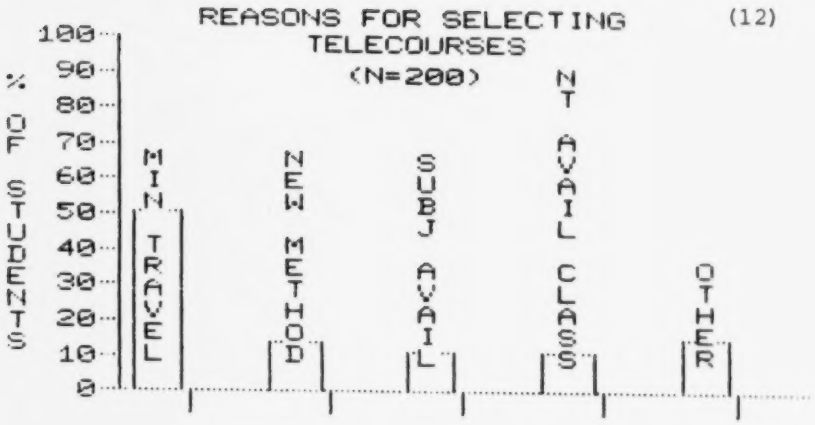
NUMBER OF COURSES DROPPED



Students were asked how many on-campus courses and telecourses they had dropped out of after the first two weeks of the course. Dropout rates were very low for this sample with students reporting on average to have dropped out of one on-campus course and no telecourses after the first two weeks of the course.

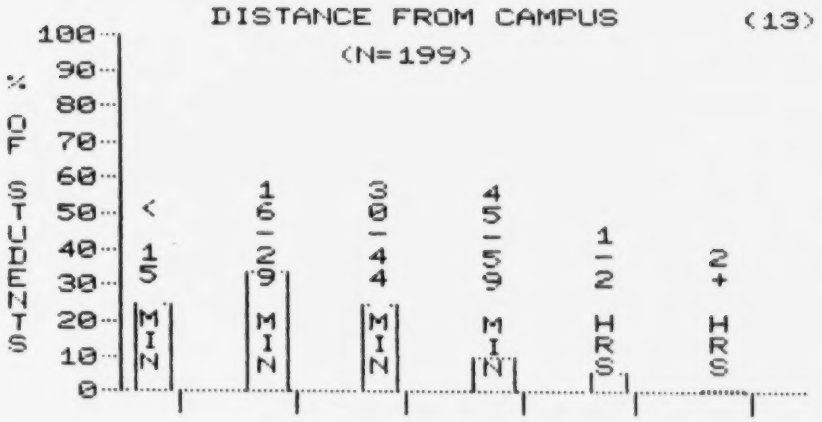
Two- and four-year students reported dropping comparable numbers of courses.

REASONS FOR SELECTING TELECOURSES



Students selected a variety of factors that influenced their decision to take a telecourse as opposed to an on-campus course. Most frequently, students reported that the telecourse minimized their travel to and from campus (51%). The options of a new way of taking courses; subject matter not offered on-campus; not available during on-campus class hours; and "other" were each selected much less frequently.

DISTANCE FROM CAMPUS



Although minimizing travel to and from campus was a key reason for taking the telecourse, six out of ten students lived within a half-hour of the campus. Only 7% of students lived more than an hour away from campus.

PART II. ANNENBERG/CPB TELECOURSE ENROLLMENT PATTERNS

PROMOTION FOR COURSE: FIRST CONTACT

COMMENTS ON APPROACHES TO PROMOTING COURSES

REASONS FOR ENROLLING

COMMENTS ON FACTORS INFLUENCING DECISION TO ENROLL IN ANNENBERG/CPB TELECOURSES

INTEREST IN SUBJECT MATTER

CREDITS EARNED FOR COURSE

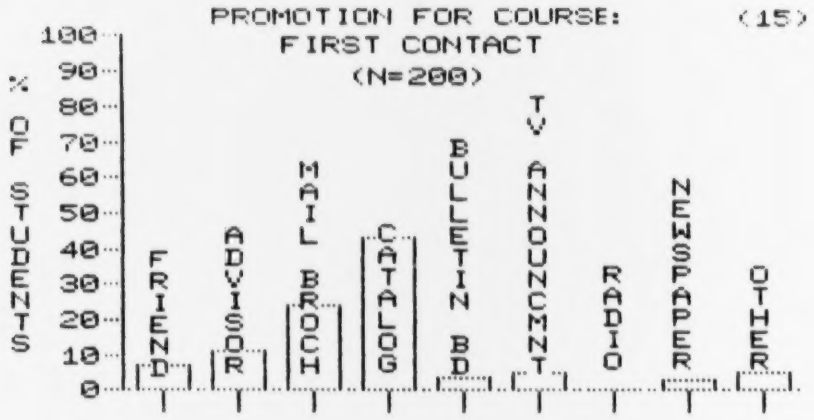
TELECOURSE IN ACADEMIC MAJOR FIELD

COURSE STATUS

COMPARING COST TO ON-CAMPUS COURSE

HOW COURSE FITS IN WITH ACADEMIC GOALS

PROMOTION FOR COURSE: FIRST CONTACT



More than four out of ten of the students first heard of the Annenberg/CPB telecourses from their college course catalogs. One-fourth of the students first heard of the course from brochures that were mailed to them. All other sources of contact were negligible as a method of informing students about telecourses.

COMMENTS ON APPROACHES TO PROMOTING COURSES

	TWO YEAR	FOUR YEAR
	BRAIN Saw it in the catalog.******** Instructor recommended it.*** Got a mailing last year. ** Need more promotion.******** Newspaper,*** on CH 10, radio.** By word of mouth.** Pamphlets.** Newsletter -- course offerings mailing.** **CONSTITUTION** I heard about it on the radio and through advisor. Each paralegal got description.** Received course description in mail. Media group xeroxed announcement at work. Head of department told me. Dial Magazine. Sent brochure prior to each semester. **THE WRITE COURSE** Metro diversified catalog, basic telecourse catalog, English teacher, registrar, counselor. Catalogs.** Advisor.** Friend.**** Telecourse catalog.**** Mailed brochure.** Newspaper. TV ads.*** Didn't see any promotion.** **NEW LITERACY** Catalogs.*** Brochure. Friends. Mailers. Bulletin board. I received literature -- advertisements, bulletins. School catalog. Promotion far better than most. Through the schools -- good. **CONGRESS** Catalog.*** A friend took it and told me about it. Admissions person told me about it.	**BRAIN** Learned from Dean's office. Brochure** comparable to others. General awareness from newspapers. Brochure**** Advisor. College of Extended Studies brochure.** Direct mail.** Stopped by continuing education office. **CONSTITUTION** Course catalog. Letter/Brochure. Told by my Continuing Education Department. Sounds stronger than most -- professor really pushes it. Pretty much the same. Just saw it on the bulletin board. **THE WRITE COURSE** Read about it in catalog. Received brochures in mail.**** Saw paper in registrar's office by chance. Found out about course late from university**** -- later than for other (non-TV) courses. Television.** Promotion was better. **NEW LITERACY** Course catalog.**** Saw program at end of the year.** Should change title if they run it again. Friend told me about it. Independent learning advisor suggested. Brochure.**** Local newspaper.** Read about it in Dial Magazine. **CONGRESS** Friend told me about the course.****** Mother saw it in the paper.** Newspaper.****** School brochure,** Channel 11, Radio. It was listed in the catalog like any other class.**** The instructors pass on information.***

In the interviews, students were asked to comment in general about how they learn about telecourses and how the promotion for this course compared with others. The comments indicated that course enrollments were influenced by student recommendations to one another, references from teachers, and through the media. Students mentioned that more promotion was needed.

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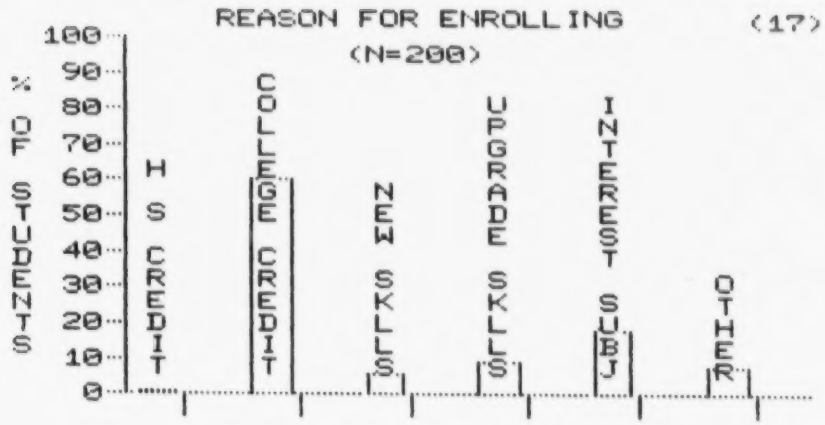
REASONS FOR ENROLLING



When asked why they enrolled in the Annenberg/CPB telecourse, a majority (60%) of students reported that they wanted to earn college credit toward a degree. Almost one-fifth of the students reported that they enrolled in the course because they were interested in the subject matter.

Very few students indicated that they were gaining high school credit; developing skills for a new job; or upgrading employment skills for a present job.

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COMMENTS ON FACTORS INFLUENCING DECISION TO ENROLL IN ANNENBERG/CPB TELECOURSES

	TWO YEAR	FOUR YEAR
	BRAIN Taking some classes here. Psych. major.*** General interest in telecourses. Convenient. General interest.**** Convenience.** Personal fulfillment. Contemporary. Planning on a minor in Psychology.** Instructor recommended it. CONSTITUTION Challenge of learning something on my own.** Fulfill college requirement. Wanted to take course by television. Credits.***** Convenient.*** Interest in topic.****** Convenient.*** THE WRITE COURSE Required course.******** Work at own pace. Not having to go to campus.** Applicable to my work, can use it. Convenience.*** Curious about medium. Took for improvement. Young child at home. NEW LITERACY Recertification for teaching certificate.***** Too late to enroll in regular course.***** People I work for deal in computer systems. I use them at work without knowing what I am doing. Convenient. Like Saturday classes. CONGRESS For the credit. For undergraduate credit.**** Instead of the one they didn't have.	BRAIN The convenience of not having to drive and it filled a requirement.*** Interested in subject matter.**** Teach Psychology - area I felt unprepared in. Required to get continuing education credits.* Save travel to campus. Wanted to take a telecourse. CONSTITUTION CRE/Complete paralegal certificate.** Don't have to drive to school. Fit more courses if don't have to drive to campus. Self interest. Convenient.** I was interested in it.** THE WRITE COURSE Required for degree*** and major. Improve job performance/do a lot of writing. More convenient to take as a telecourse.** Thought would be easier workload*** than a regular class-it wasn't. College credit.** I could take more time. Personal enrichment. NEW LITERACY Needed for requirement.*** Interested in topic.**** Curiosity about computers. Bought a Commodore for 12-yr-old. Convenience.** Curious. Work with terminals at work. CONGRESS Credit. Subject matter. Try a TV course.**** Convenient.**** Interested in the instructor, had him before.*** To avoid taking two normal (on-campus classes). To avoid full load (easier course). Teacher certification.********

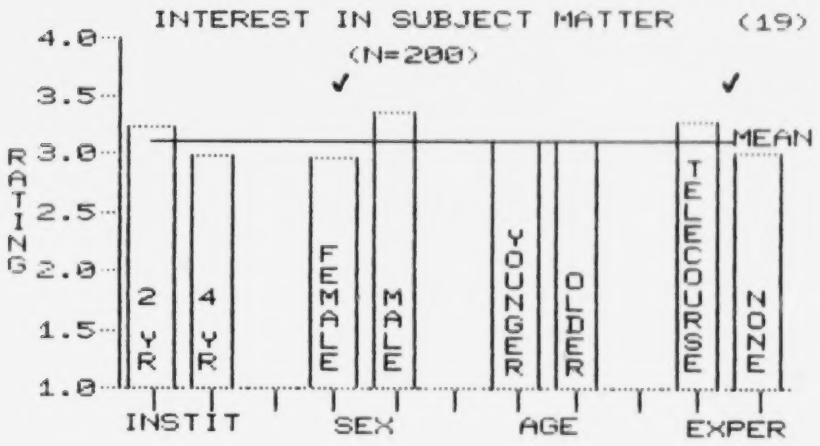
When students were asked in the interviews why they took this course, their responses paralleled the questionnaire responses. Reasons offered were:

- interest in the subject matter;
- met academic requirements;
- gained certification;
- convenience of telecourse enabled increase in course load; and
- provided a way to reenter the college environment.

Some students mentioned that the Brain, Mind, and Behavior was recommended by their instructor as a follow-up to Understanding Human Behavior. Many students reported that The Write Course was a required course.

Others mentioned that they took the course because they thought it would be an easier workload than a regular course but that this did not prove to be the case.

INTEREST IN SUBJECT MATTER



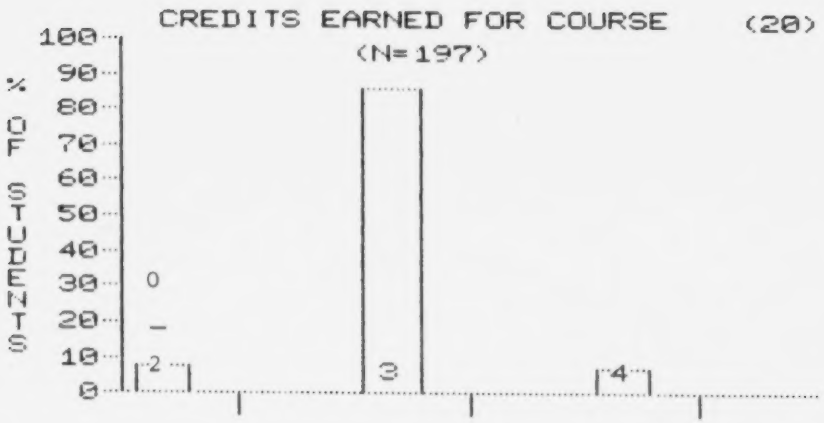
4 = Very
3 = Somewhat
2 = A little
1 = Not at all

Interest in the subject matter was examined by asking students to rate whether they were very, somewhat, a little, or not at all interested in learning about the subject matter of the course prior to taking the course. Formative research studies conducted by RCL have indicated that level of interest in the subject matter often influences how students respond to telecourse material.

On the average, students reported a high level of interest in the subject matter. This level is comparable to that reported by students enrolled in on-campus courses used in formative research by RCL studies.

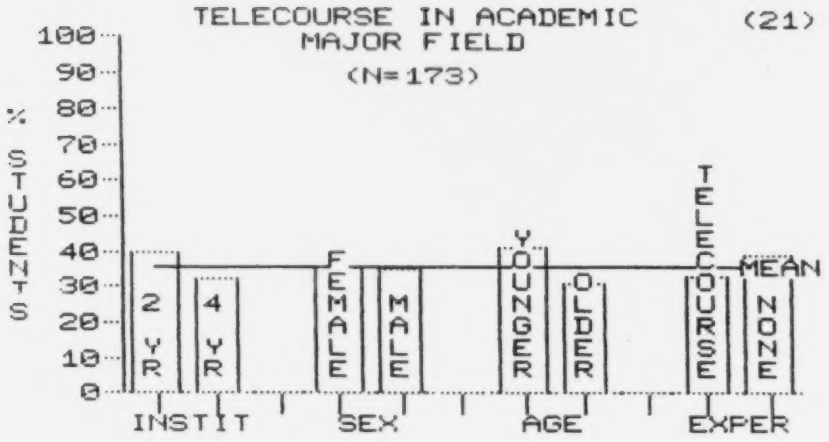
Four out of ten students reported to be very interested in the subject matter prior to taking the telecourse. Males and those with telecourse experience reported a higher level of interest in the subject matter of the course than did other students.

CREDITS EARNED FOR COURSE



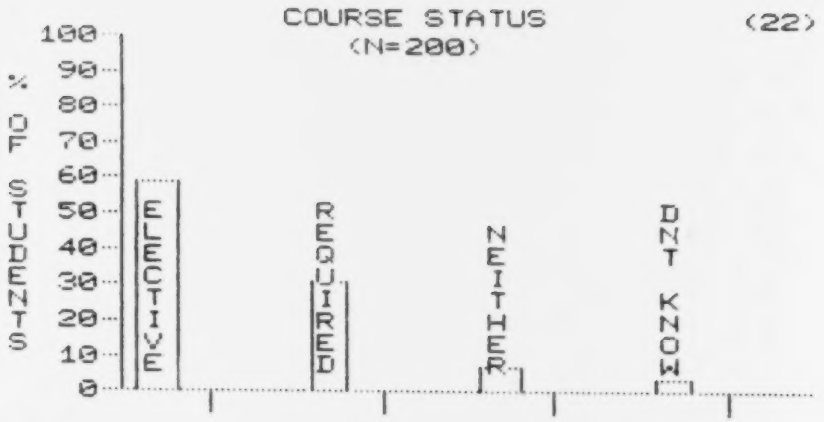
Students were asked how many credits they would earn for the course. A majority (86%) of the students received 3 credits while only 5% received two credits and 7% received four credits. Only 3% of the sample received no credit for the course.

TELECOURSE IN ACADEMIC MAJOR FIELD



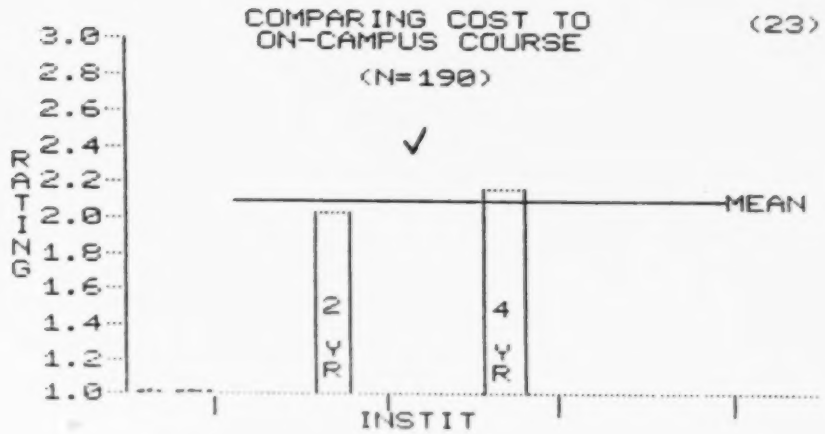
Almost four out of ten students who had declared a major, reported that the telecourse they were evaluating in the test session was in their academic major. No differences among groups were noted.

COURSE STATUS



The Annenberg/CPB telecourses were taken as an elective by almost six out ten students and as a required course by almost one-third.

COMPARING COST TO ON-CAMPUS COURSE



3 = More
2 = Same
1 = Less

Students were asked to report whether the tuition they paid for the Annenberg/CPB telecourse was less, the same, or more than that for an on-campus course with the same number of credits. A majority (80%) reported that it was the same. Students in four-year institutions reported tuition for this telecourse to be higher than on-campus courses more frequently than did students in two-year institutions.

On the back of their mark sensitive cards, respondents were asked to record the the tuition they paid for the course. Tuition costs varied from $15.00 to $390.00 with an average of $123.03. Senior citizens sometimes reported that they were able to take the course at reduced tuition or for free.

HOW COURSE FITS IN WITH ACADEMIC GOALS

	TWO YEAR	FOUR YEAR
	THE BRAIN Most of these telecourses could be applied to any major. I'm in business.** As an elective toward AA degree.**** Want a broader base of information for Psychology. An introduction to upper division courses.** Fit in well -- in health field. Perfectly. Very much so. **THE CONSTITUTION** It's a required course for the paralegal.** More interesting to work at your own pace. Related to law. To fill humanities requirement. Help towards associate degree. Satisfies history requirement. Fits in, degree in political science. **THE WRITE COURSE** Good base for future writing.** Required for most degree plans.** It does help at work.*** I write reports. More flexibility.**** Class was a bit too easy.** Classes on-campus harder. Video recorder at home helped. Challenging.** Work at own pace.*** **NEW LITERACY** An addition--not sure if I'll pursue it. A requirement. Fine. Fits in. It's out of my field and made my decision for my next class a little different -- if I had known it was out of my field, I wouldn't have taken it. **THE CONGRESS** Required. Elective, general interest.*** Did not have the government course in political science.	**THE BRAIN** Purely an elective course.** Psychology major. I'm a nurse - fit in quite well. Fulfills my social science requirement.** Non-degree N/A.** Teach English -- colleagues don't think it fits in but I do. **THE CONSTITUTION** Management -- doesn't fit in with program -- helps understand legal concepts. Excellent course -- encompasses a lot. Drew everything together -- good. Shows Constitution is living and constantly changing. Just an elective.** **THE WRITE COURSE** Could use practice in writing. Required -- didn't meet any goals. English 101 required for degree. It's a general education class I must take. It fits in good. It's required. **NEW LITERACY** Just curiosity. Required course.** Earn credits toward degree.** Prerequisite for other computer programs.*** Be able to communicate with children. Beginning of academic career. A building block for further Computer Science courses. **THE CONGRESS** Majoring in political science. Management option for BGS, (General Studies). General education for recertification. Broaden field.** Elective. I'm a political science major. It's an extra three credits.***** Plus, it's upper level credits.***** Interest in law school.

Students were asked in interviews how the Annenberg/CPB course fit in with their academic goals. The primary goal was for credit toward a degree, as the questionnaire responses had indicated. Students again mentioned the convenience of taking a telecourse and pointed out that some of these courses gave them upper level credits.

PART III. THE STUDENT'S EXPERIENCE WITH THE TELECOURSE

PREFERENCES FOR VIEWING DAY

PREFERENCES FOR TIME SLOT

CONVENIENCE AND VIEWING

PROGRAM VIEWING PREFERENCES

VIEWING SETTING

TAKING NOTES WHILE VIEWING

REASONS FOR NOT TAKING NOTES

NUMBER OF TIMES LEAVE ROOM WHILE VIEWING

PERCENTAGE OF PROGRAMS VIEWED

WHEN PRINT IS READ

PERCENTAGE OF PRINT MATERIALS READ

NUMBER OF HOURS SPENT STUDYING PER WEEK

COMMENTS ON SCHEDULING STUDY TIME

COMMENTS ON ASSIGNMENTS

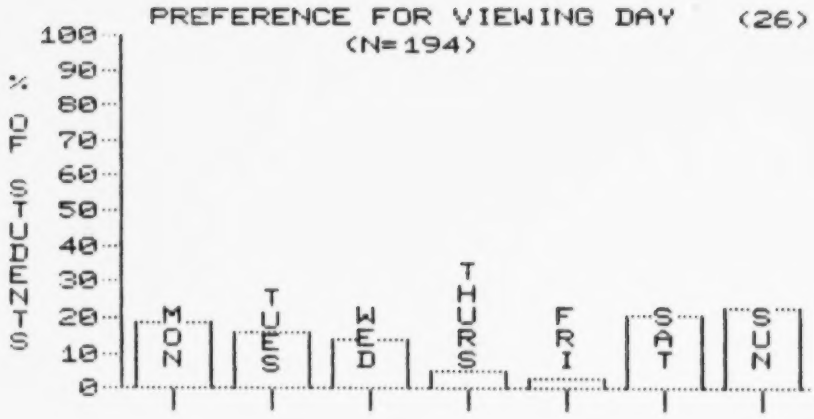
COMPARISONS TO OTHER TELECOURSES

COMPARISONS TO ON-CAMPUS COURSES

GRADE POINT AVERAGE

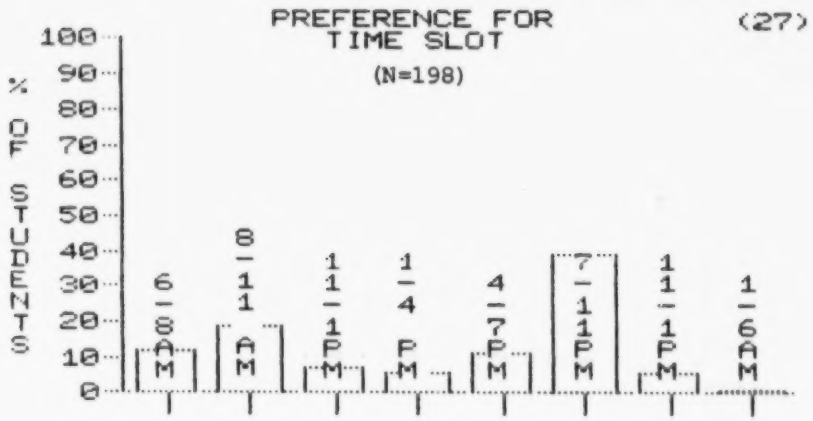
SATISFACTION WITH GRADES

PREFERENCES FOR VIEWING DAY



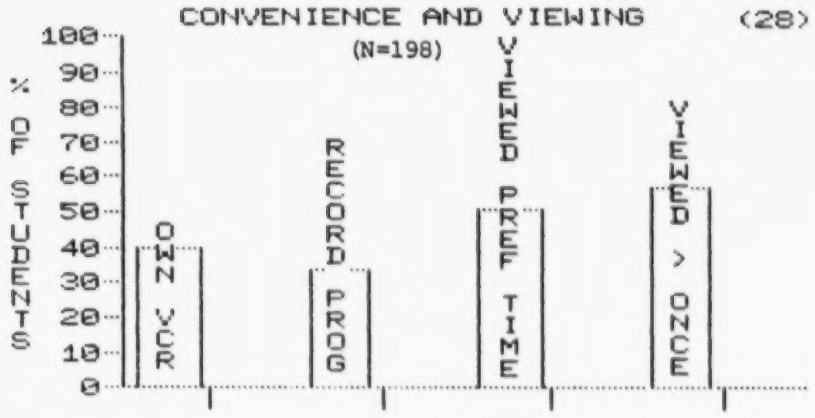
Weekend days were selected as preferred viewing days by more than four out of ten students.

PREFERENCES FOR TIME SLOT



Although students selected a variety of time slots, the 7:00 to 11:00 PM time slot was selected most frequently as the best time for them to view.

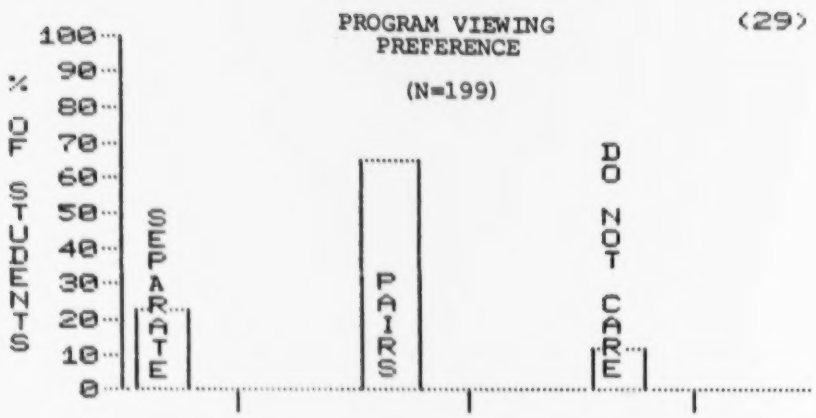
CONVENIENCE AND VIEWING



Four out of ten students reported that they owned a VCR which is twice the national average. Almost all of these used their VCR to record programming in order to view it at another time. Half of the students reported that they viewed the programs at the preferred time. When VCR users were factored out of this group, only 27% of those viewing broadcast programs were viewing at a time that was convenient to them.

Students were asked if they viewed any programs more than once, and more than half reported that they did. More than four out of ten of those who viewed programs more than once owned a VCR.

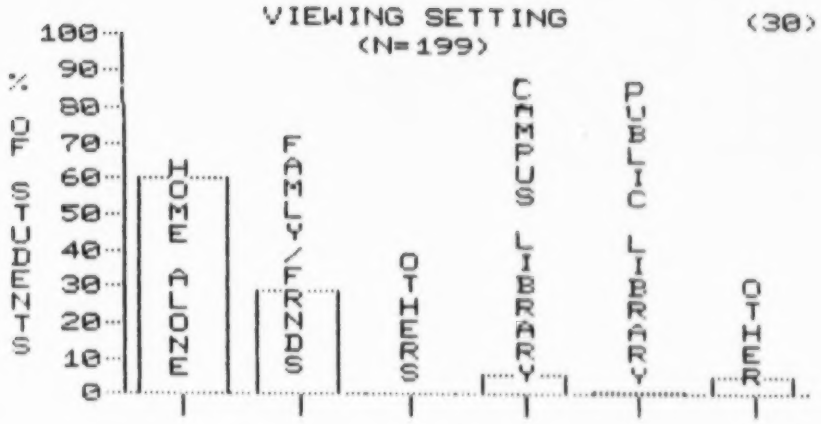
PROGRAM VIEWING PREFERENCES



Students were asked if they had to watch two programs in a week, would they want to watch them separately or in pairs. Almost two-thirds preferred to watch in pairs and less than a fourth wanted to see the programs separately. Another 12% did not care.

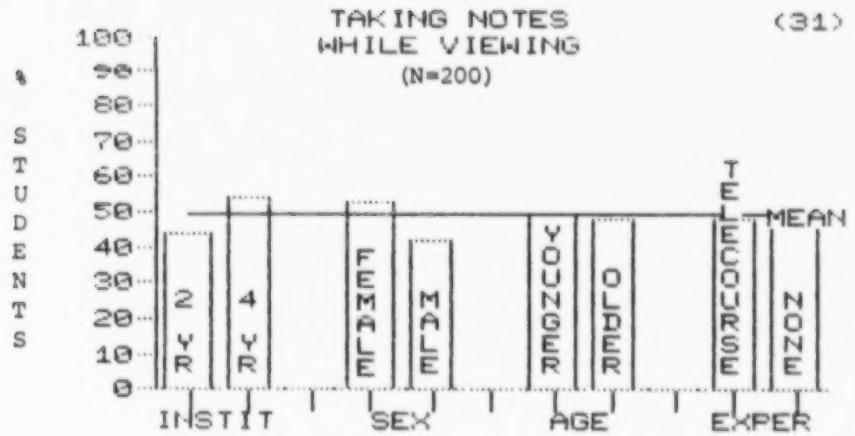
This finding has implications for program length for telecourses. The data suggest that students are predisposed to one-hour viewing as opposed to the more traditional telecourse length of 30 minutes.

VIEWING SETTING



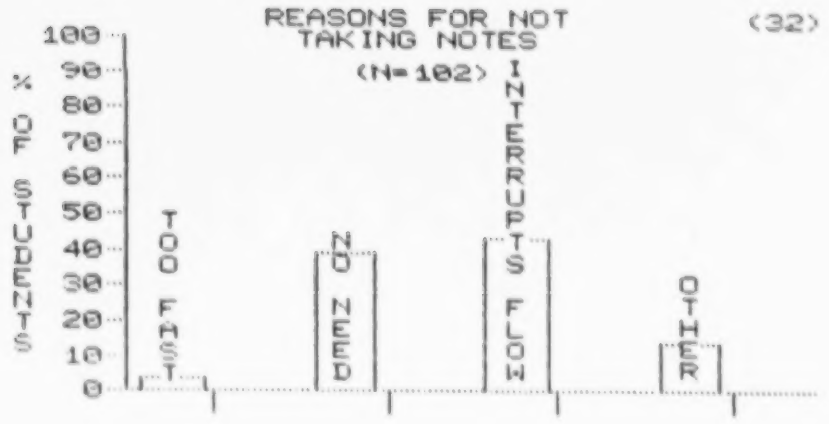
Students were asked whether they viewed the programs alone at home, with family or friends, or outside the home. Six out of ten students viewed at home alone. However, it is interesting to note that three out of ten students viewed at home with family and/or friends. Other settings for viewing were infrequent.

TAKING NOTES WHILE VIEWING



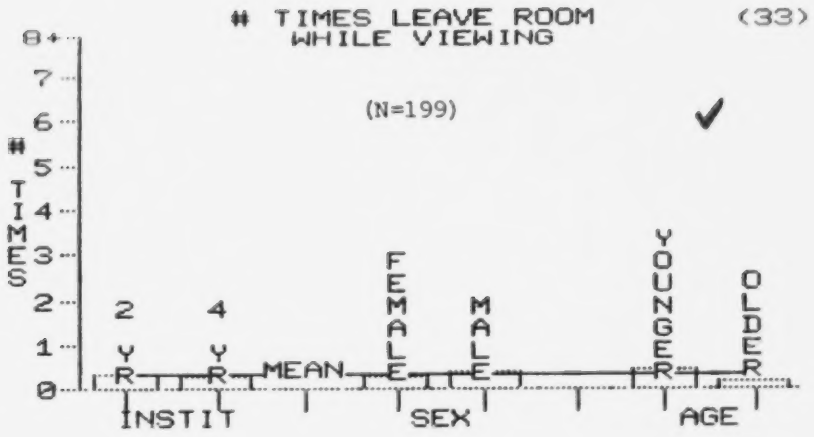
About half of the students reported that they took notes on the programs while viewing. No differences were noted according to type of institution, sex, age, or telecourse experience.

REASONS FOR NOT TAKING NOTES



Those students who did not take notes while viewing reported that it interrupted the flow of the program or that they did not feel the need to take notes because the print materials covered the subject matter. Few felt that the program moved too fast to take notes.

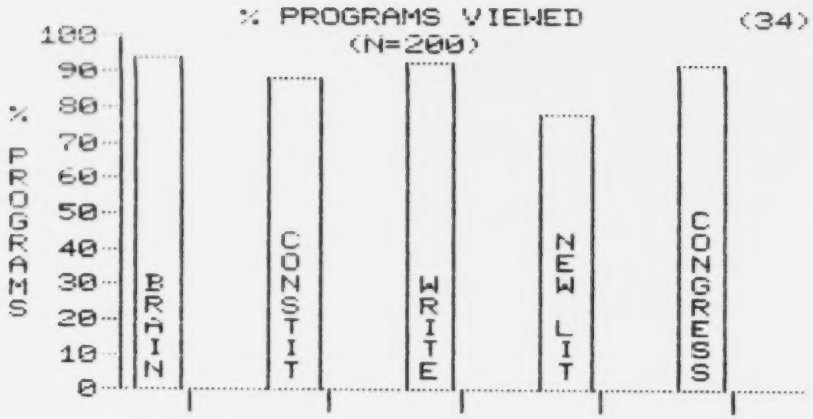
NUMBER OF TIMES LEAVE ROOM WHILE VIEWING



On the average, students left the room while viewing less than one time during a program. Younger students were more likely than older viewers to leave the room. Interviews revealed that younger women with children at home did experience more interruptions in all aspects of their studies.

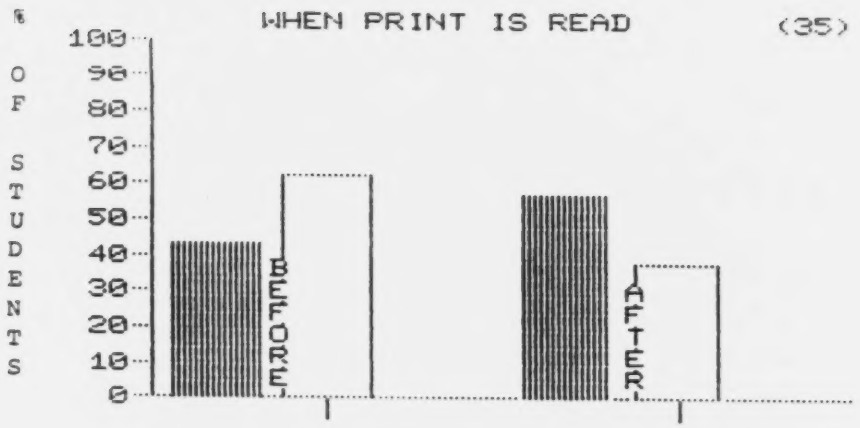
A majority of students (77%) did not leave the room while viewing the programs.

PERCENTAGE OF PROGRAMS VIEWED



Students were asked to indicate how many programs in the series they had viewed. While these data are subject to error since students may well forget how many programs they viewed, the level of reported viewing was very high with only New Literacy viewed with lower frequency (78% of the programs were viewed on the average).

WHEN PRINT IS READ

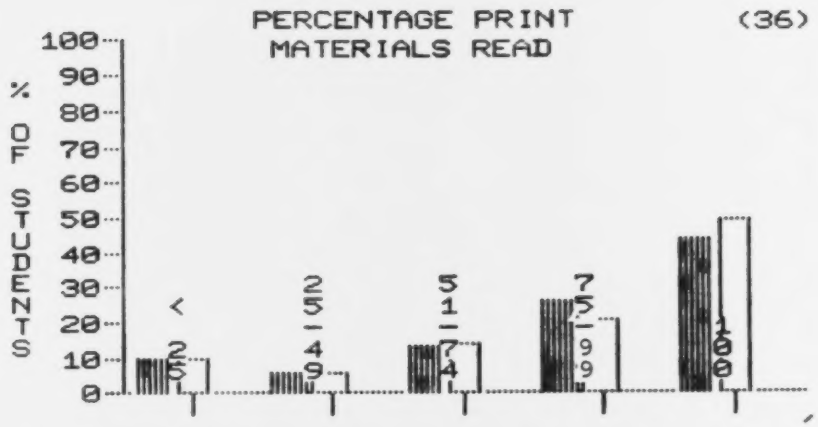


SOLID=TEXT (N=187); CLEAR=STUDY GUIDE (N=165)

Although these telecourses were designed so that students would read the study guide or textbook prior to viewing the program, students were not consistent in reading the print. Six out of ten students read the study guide prior to viewing the program while six out of ten read the textbook after viewing.

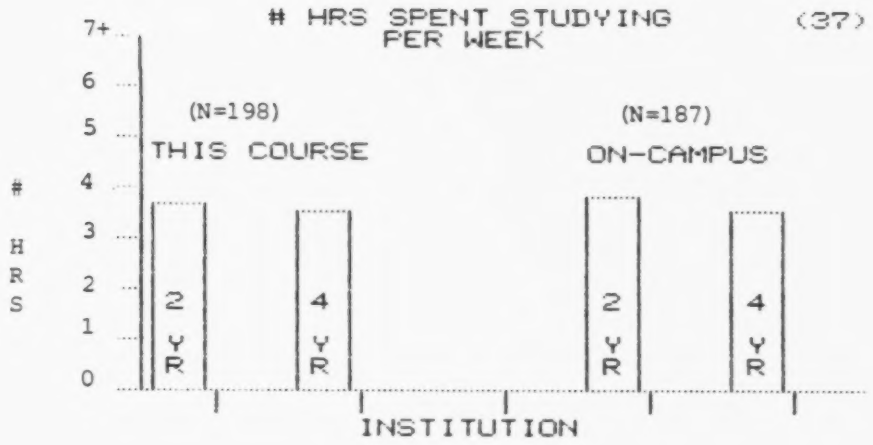
This finding has implications for how the course materials are designed to fit with each other. If students vary in their use of these materials, then it is important for each component (program, study guide, and textbook) to be designed to function independently of sequence.

PERCENTAGE OF PRINT MATERIALS READ



Students reported reading comparable percentages of assigned material in the textbook and study guide. Four out of ten students reported that they had completed all of the assigned textbook readings and almost half had completed all of the assigned study guide readings.

NUMBER OF HOURS SPENT STUDYING PER WEEK



The number of hours spent studying for the Annenberg/CPB telecourses and average hours spent on on-campus courses were compared for two-year and four-year students. On the average, students studied three and a half hours a week. Overall, two- and four-year students spent comparable numbers of hours studying. No significant differences were noted between the Annenberg/CPB telecourses and on-campus courses in average number of hours spent studying.

COMMENTS ON SCHEDULING STUDY TIME

	TWO YEAR	FOUR YEAR
	BRAIN I have a newborn and another small child and 10 PM is too late. I don't like not having an option of times.*** I usually read the chapter and outline before the program -- get more out of the program.*** I studied the book before the program.** **CONSTITUTION** Write notes while watching video.*** Read book after program.** Study four hours once a week at night. Read study guide before and then take notes.** Log kept me more on top of what I was reading. Read before watch** -- on way to work. Varied. **THE BRUTE COURSE** 20 minutes here, one hour there. Record programs, skip over little skits. Watch them on weekends, do assignments during week. I studied whenever. Read first, then watched.** Did writing in evenings. **NEW LITERACY** Right after the program is on TV. Breaks and at lunch when I'm at work. Flexible -- could do it when I wanted. I was told not to watch the television programs. I was told nothing in the programs that would not be in the book. I recorded them on my VCR. Tried to look at them during week. **CONGRESS** Reviewed work in evening.*** Reviewed work in evening at home. Reviewed work in evening at home on weekends. Work at office when boss did not look.	**BRAIN** Didn't study on weekends, didn't take notes because used VCR. Watch program (whole family together). Read at end, before test; read whenever possible.** Tried to do all the reading before the show.** No certain schedule.** **CONSTITUTION** When babies are sleeping. Anytime can squeeze in.** During lunch hour. Study 8 hours before exams. Just prepared for class. Read 2 days before exams. **THE BRUTE COURSE** Evening.** On-going. Everyday.** Note-taking while viewing** (although program advised not to). Would stop VCR and play back tape while viewing. Just viewing; nothing else while viewing.** In between work and other stuff. **NEW LITERACY** Could take course without TV. The book is more detailed. Beginning was good but I wanted overview of where we were going. When I could be alone.** Kids were a distraction. Tried to read text ahead of time. **CONGRESS** Read study guide right before program begins.**** Read textbook during the week. Kept up -- finish reading each week. Right before show.** Read textbook whenever possible.

Students exhibit a wide variety of study habits for the telecourses. Some read materials just before the program, others after. Parents of young children schedule studying after children are in bed. Others study on the train or bus on the way to work. Some students mentioned taking notes while viewing.

Some students schedule their study time during the week while others leave coursework for the weekends.

BEST COPY AVAILABLE

COMMENTS ON ASSIGNMENTS

	TWO YEAR	FOUR YEAR
	BRAIN The book is very, very difficult.*** If the exams were set up without the study guide, we'd all flunk.** There's no feedback; it's difficult; you're blind; you don't know if you're flunking or what.** More tests and quizzes to measure progress better. Should have been two classes.**** **CONSTITUTION** We don't have assignments. Term papers. The book doesn't follow the telecasts -- it goes off.** The book is more comprehensive. Relatively easy (30 pages/week) -- optional term paper. **THE WRITE COURSE** Assignments didn't follow films well. Need some central reference or outline -- nothing related to each other. Structured well. Somewhat vague at first.** They were great -- clear, learned a lot. Subject matter tied in well. Your choice** -- more interesting. **NEW LITERACY** Don't have computers to work on. Felt no assignments were appropriate for this course.** Talked about aspects far too technical. Lab assignments a little too intricate.** Part that my institution handled was screwed up -- lack of coordination. **CONGRESS** The questions on the tests were poor.**** There was need for text that is better coordinated with telecourse. There was an awful lot of reading. The study guide was of no help.	**BRAIN** Pace of assignments was good. Questions from study guide were pertinent to those in the text. Really weren't any -- watch programs, read text.** Really interesting but some very difficult.** Not frequent enough.** Not enough feedback.** **CONSTITUTION** Reading assignments.** No written assignments. Appropriate -- more interesting than any other text I've ever read. Thought it was kinda easy. Had no work other than reading. **THE WRITE COURSE** Assignments from study guide. Assignments not relative. Too complex. Repetitious.** They were as tough/time-consuming as longer papers.** Assignments correlated with what you were studying. **NEW LITERACY** Time consuming to do all work in textbook.***** Instructor sent question to prepare for exam -- really put me at ease.*** Experience of taking course and learning to use computers are unrelated.***** There weren't any.***** Should give options out of a set of assignments.** **CONGRESS** Reasonable.**** Test was matter of memorizing facts. Questions poorly worded, some multiple choice options ridiculous.** Study guide helpful.****** Cannot meet objectives from info in text and study guide. Test did not require that you be able to do the learning objectives.****

Students mentioned how helpful the study guide was to them in studying for the course. They found the test items helpful in determining how much they had learned. The computer course assignments proved problematic to students because direct work on the computer was needed and yet computers were not always available to them.

Students were also dissatisfied when instructors did not provide them with needed feedback on their assignments.

COMPARISONS TO OTHER TELECOURSES

	TWO YEAR	FOUR YEAR
	BRAIN Much better. Much more depth. Higher quality in how it's offered and presented.**** More up-to-date.*** This required much more discipline. This required more time.** Liked the times they were on TV -- much better than 7 AM or 11 PM -- prime time really nice.** **CONSTITUTION** One of the best, role playing show. Take a side, current events, advocacy, involvement. This one didn't give feedback.** Would prefer little tests - submit them - know if you've got the gist of the program. More interesting. **WRITE COURSE** This is more of a challenge. More relationship with teacher. I've slept through government courses, but I stay up for this one. Better.** More entertaining, keeps you awake. More difficult than just with texts. **NEW LITERACY** Instructor very good.**** The other telecourse had a better text and study guide but the instructor was zero. More work. Comprehensive. About same other than lab experiences--lab made this course unique. More disorganized.** **CONGRESS** About same.**	**BRAIN** Similar. Less tests. Liked this one a little better, but liked both. Conducted very much the same, comparable course, schedule, this instructor better, more interesting. Thought very well organized - in other telecourse, films didn't go with book.** One of the best that's been on yet.** First telecourse - enjoyed it - nice way for someone to go back to school.** First I've had without repeat broadcast.** **CONSTITUTION** First.***** **THE WRITE COURSE** Instructor hard to reach by phone** - needed to have phone in front of her to be helpful. Didn't like doing papers over and over again (instructor's comments were personal). Not enough group interaction - could have learned from the students. Covering a lot quickly and not in-depth.*** It was better than some. I really enjoyed it.** **NEW LITERACY** I enjoy other TV programs, Constitution is marvelous.** Other courses much easier to grasp material and learn at given pace of course. Would like this to be more of a challenge. Unless work hard for something, I don't feel like I've got it. I would recommend this course to someone who just wanted 3 credits. **CONGRESS** Easiest I've taken in terms of having the study guide and the way it's laid out. I had "Arts and Humanities and Jewish History. I think this is one of the easier ones. The study guide makes the difference.** None.******

Students compared these courses favorably with other telecourses they had taken. The high level of quality in some of the Annenberg/CPB courses was mentioned. Other elements of these courses which students mentioned positively were the instructor, study guides, and organization of the course. The lack of organization, feedback, and correspondence between video and print were among the concerns stated by some students.

COMPARISONS TO ON-CAMPUS COURSES

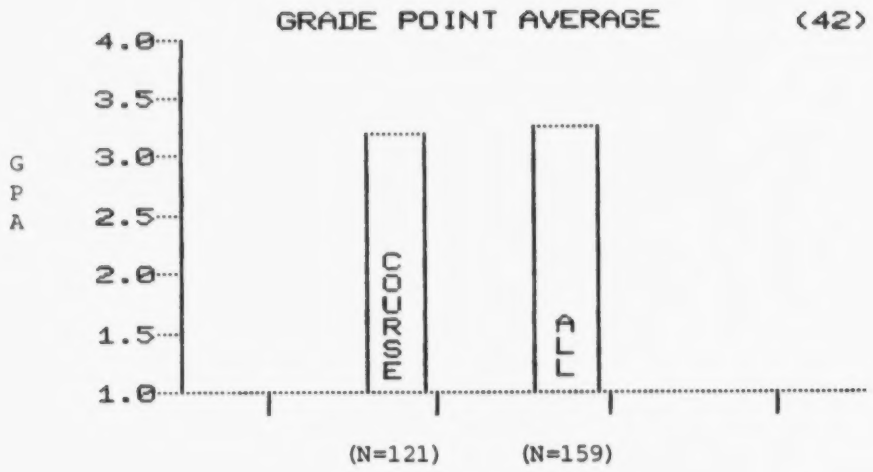
	TWO YEAR	FOUR YEAR
	BRAIN Much more interesting. More of a challenge, working blind. ** I miss the feedback from an instructor. *** Took more effort to keep me honest in my homework.** Took more discipline.** I enjoyed disciplining myself. I was motivated. **CONSTITUTION** No pressure seminar optional.** Miss some professor/student interaction.** Flexibility allows course to be taken. More difficult than just watching the professor.** Gives more freedom and flexibility.*** More convenient. **THE WRITE COURSE** Great -- save time commuting. Miss personal interaction with instructor and students. ** I like them, convenient. *** Miss interaction with students and teacher - didn't miss coming to campus. More convenient than on-campus. **NEW LITERACY** More flexible. Would have learned more on-campus, would have been forced to. My study habits aren't as good on my own. Much better, more convenient. Lacking in same degree of organization that on-campus courses have--usually they're quite organized. **CONGRESS** No comparison as far as I'm concerned (this was much worse). I enjoyed the class. I really enjoyed it. I definitely felt there were two answers right on each question on test. Who prepared the questions? The study guide questions were poor.	**BRAIN** Requires a lot more work and more self-discipline than regular classes. The concept is wonderful. With a VCR you can review without taking notes and replay as needed at your own pace and level. Less time, less pressure, less boring. Instructor's method/approach good.** **CONSTITUTION** Easier.**** Course material not demanding. Not a lot of technical questions.** Good difference.** Added to the experience of class. Could have the discussion and different points of views. **THE WRITE COURSE** More flexible without weekly meetings, less pressure. More stressful (mailing information in and waiting to get it back.) More convenient and easier to take. Quite different. You don't have to find a place to park or worry about being late. **NEW LITERACY** Much easier.**** One or two good labs would help.*** You have to be your own instructor.*** Wouldn't like for major. Like flexibility.** Wanted to get break from attending classes.** Doesn't compare - no reason to study.*** **CONGRESS** Easier to watch at home. Repeat tape good. Less pressure. Disappointed, get more when I attend class more often. Nice not to have to drive.*** No child care problems.** I prefer the telecourse as opposed to an on-campus.***

Students discussed the discipline demanded by a telecourse when comparing this telecourse with on-campus courses. A number of students liked going at their own pace with the course and did not miss having more contact with the instructor.

Comments on the television component were positive with students citing this as an enhancement to learning. The convenience of these telecourses was a key factor in student satisfaction with the course.

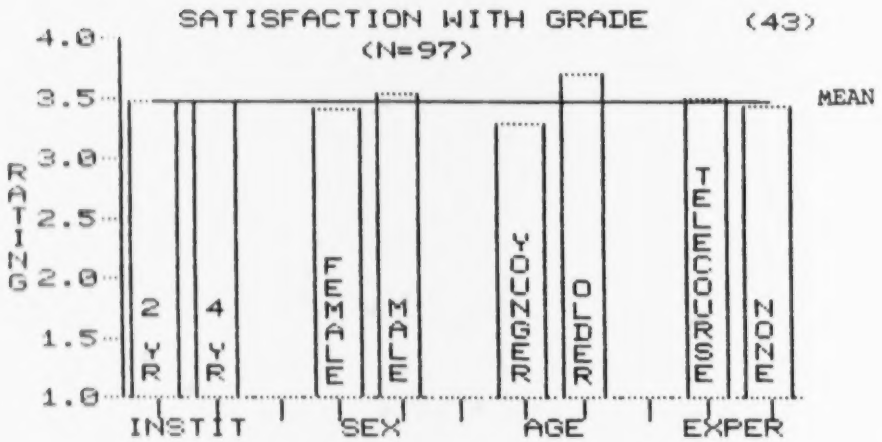
On the negative side, some students cited that the telecourses were easier, that they lacked the necessary motivation, and that they missed the instructor and interactions provided by a class.

GRADE POINT AVERAGE



On the back of their mark sensitive cards, students were asked to report the grade they received for the telecourse and their grade point average for all courses to date. On average, students reported getting a B for work in the telecourse and a GPA of 3.25 for all courses to date.

SATISFACTION WITH GRADES



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

A very high level of satisfaction was reported by that half of the sample that had received their grades by the final test session.

PART IV. THE ROLE OF THE INSTITUTION IN THE TELECOURSE EXPERIENCE

PREPARATION OF INSTRUCTOR

NUMBER OF ON-CAMPUS CLASS MEETINGS

SATISFACTION WITH NUMBER OF ON-CAMPUS CLASS MEETINGS

COMMENTS CONCERNING ON-CAMPUS CLASS MEETINGS

CONTACTING THE INSTRUCTOR

CLASS ATTENDANCE AND COURSE SERVICES

COMMENTS ON SUPPORT SERVICES

PERCENTAGE OF PROGRAMS MISSED

NUMBER OF EXAMS

NUMBER OF QUIZZES

FORMAT FOR EXAMS AND QUIZZES

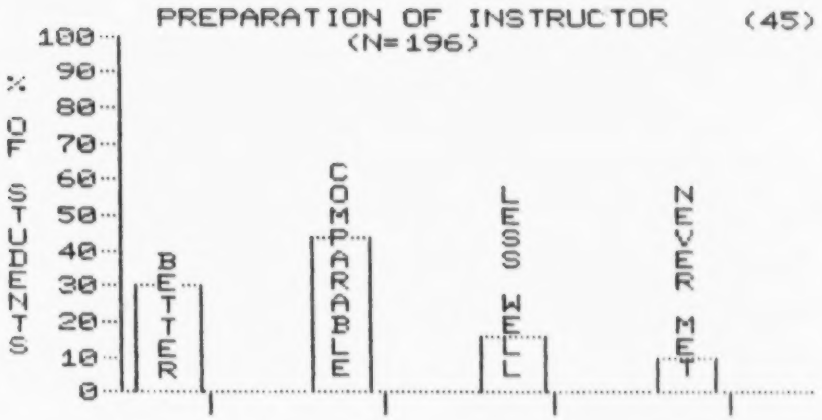
APPROPRIATENESS OF TESTING FORMAT

ARRIVAL OF PRINT MATERIAL

PROBLEMS IN TAKING THE COURSE

SUGGESTIONS FOR INSTITUTIONS ON OFFERING TELECOURSES

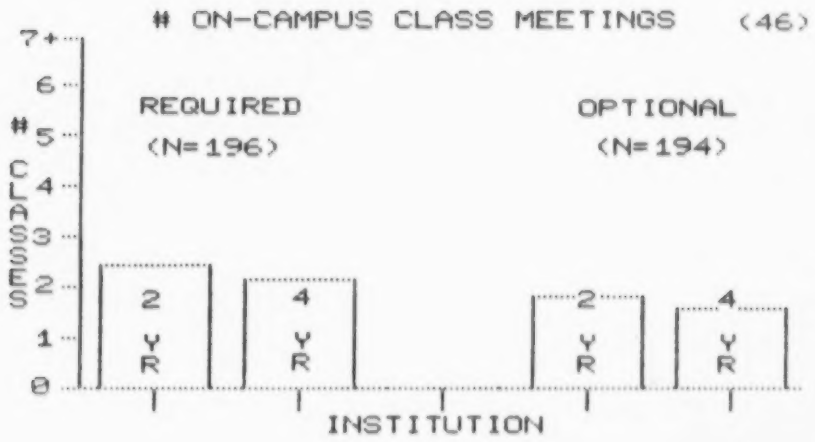
PREPARATION OF INSTRUCTOR



In this first semester of the Annenberg/CPB course offerings, it was important to determine how effectively instructors had been able to prepare for the course, sometimes without benefit of the print materials until the course was underway.

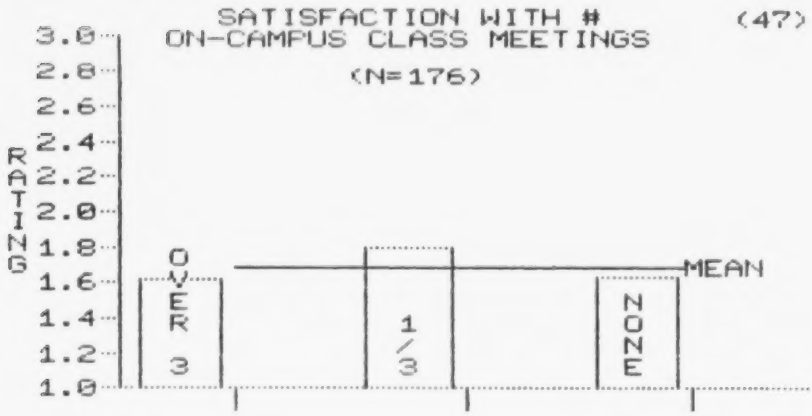
Students were asked whether the instructor for the course was better prepared than for other courses; comparable to other courses; or less well prepared. Most found the instructors at least as well prepared as for other courses.

NUMBER OF ON-CAMPUS CLASS MEETINGS



On the average, the courses evaluated in this study had between two and three required on-campus class meetings and two optional on-campus class meetings. No differences in number of classes were noted between two- and four-year institutions.

SATISFACTION WITH NUMBER OF ON-CAMPUS CLASS MEETINGS



3 = Too many
2 = Just about right
1 = Too few

Interesting findings emerged on satisfaction with the number of on-campus class meetings. Only 4% of all students felt the number of class meetings was too many. A majority (57%) found the number of class meetings to be just about right, but 34% found that there were too few.

When these data were converted to scaled data (see above graph), students tended to find the number of class meetings to be too few. In order to determine whether this would be a function of actual number of class meetings held, this item was analyzed for those students who had over three on-campus class meetings; one to three on-campus class meetings; or no on-campus class meetings. Those with three or more classes were as likely to report that the number of on-campus class meetings was not enough as were those not attending any class meetings.

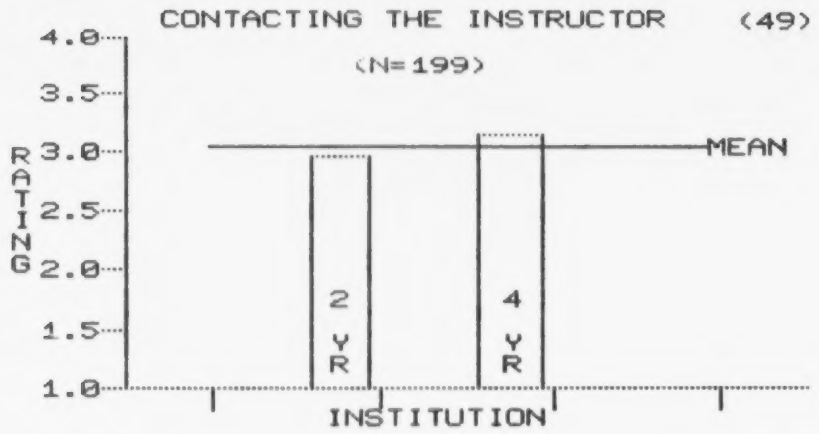
COMMENTS CONCERNING ON-CAMPUS CLASS MEETINGS

	TWO YEAR	FOUR YEAR
	BRAIN There were too few, difficult to come to. I attended only orientation.******** Not impressed with choice of times.****** I went to one -- it was terrific. Didn't attend.*** Right number. Needed more of them -- no problems attending. **CONSTITUTION** Don't meet enough -- especially if this is going to count toward your degree. Meet too few times.******** Constitution is a difficult subject. Just right. Excellent on-campus meetings. Could have been more.** **THE WRITE COURSE** We received announcement that it would help our grade if we showed up. Orientation was good too.** Were none. Only a couple -- just right -- put you at ease -- give pointers you could ask questions. Choice of days. Flexibility great. **NEW LITERACY** Not enough. Just right.**** Helpful. Too far away. Extremely valuable. Review session helped me to narrow down what we had to know. The most informative session of the course. **CONGRESS** Asked for some but she (instructor) said there were not any. There was a psychology course which had class meetings but this one did not have any.	**BRAIN** Felt there should have been more class time even if optional to get a better understanding of the materials covered.*** Not too many/right number (reason for taking course - i.e. not too many meetings). Three hour meeting too long.** Interesting classes.** **CONSTITUTION** Were enough.*** Excellent discussions Not spread out enough.*** Once a week on Monday. Don't think meetings went along with program or book.** Exams were from lectures. The woman sitting next to me felt the same way but she got a better grade than I did. **THE WRITE COURSE** 3 meetings. Instructor had originally planned more classes when course was listed in catalog as having only 3 meetings. Should have been more because this was a skills class -- needed more individual interaction than in, for example, psychology or sociology.** **NEW LITERACY** None.******** Every time I called, I got a different answer.*** Too intense, too much information. For 3 hour meeting plus travel time, not getting enough. If instructor had been familiar with material or focus guides/test questions, we could answer in class and ask questions. **CONGRESS** Sessions longer than they need to be.** Helpful.*** Five was one too many. Not enough time to discuss. Need more directed study in meetings.**** Needed more instruction.*** Instructor didn't seem prepared.

One suggestion from students who wanted more on-campus class meetings was to offer optional class meetings in addition to those that were required. Some students expressed frustration when the instructor did not make information about class meetings clear.

BEST COPY AVAILABLE

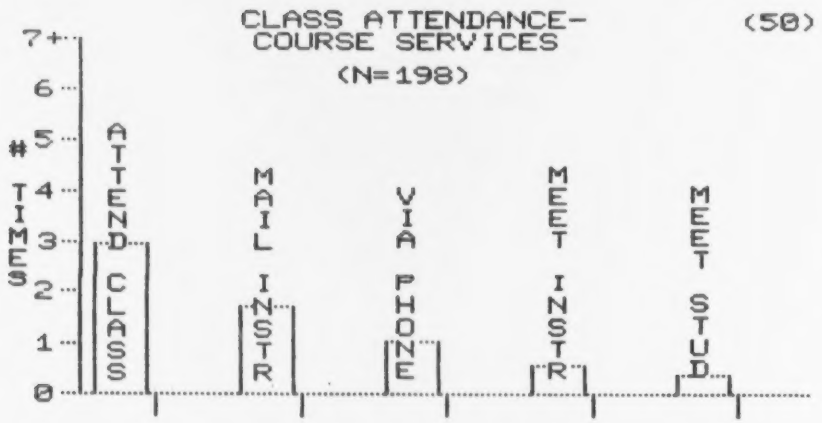
CONTACTING THE INSTRUCTOR



4 = Very easy
3 = Somewhat easy
2 = Somewhat hard
1 = Very hard

On the whole, students who tried to contact their instructor found it somewhat easy. While most students were satisfied with being able to contact the instructor, 22% of the total sample found it somewhat or very hard to reach the instructor. One-third of the students never tried to contact the instructor.

CLASS ATTENDANCE AND COURSE SERVICES



Since an average of three classes had been scheduled for the semester, and students reported that they attended an average of three classes, it would appear that attendance is fairly good for these courses. This is not surprising since a number of students felt that there should be more classes. Almost one-fifth of the sample reported that they had not attended any class meetings.

Students had corresponded with the instructor by mail an average of just under two times; had spoken on the phone with the instructor an average of once; and had met with the instructor and other students with even less frequency. It is possible that these are the kinds of activities that distance learners are less likely to take advantage of.

COMMENTS ON SUPPORT SERVICES

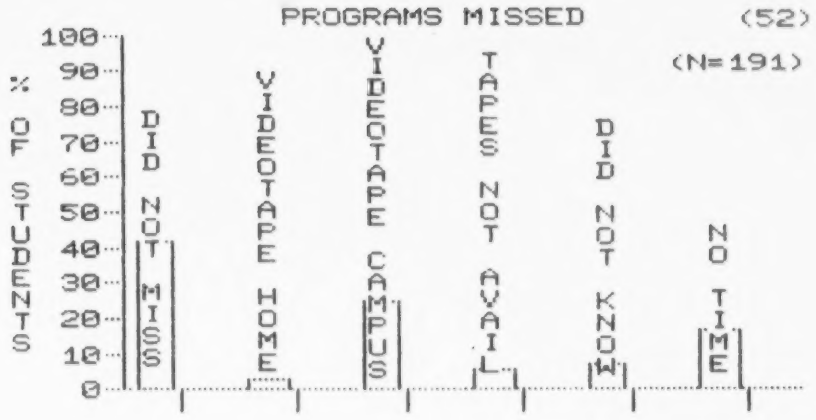
	TWO YEAR	FOUR YEAR
	BRAIN Instructor always available.******** She was difficult to reach.** They kept the tapes of the show in the library.***** Meetings on-campus very helpful.** She mailed out a mid-term report -- very helpful.**** **CONSTITUTION** Instructor not frequently on-campus.** Tape not available because of outside problem.** Library has videotapes of programs.** Library willing to get additional information. Unfortunately none.*** Instructor available.** **THE WRITE COURSE** None other than instructor.** Library has tapes you can play.** Hot-line.******* Newsletters. Learning Resource Center. Instructor.** Tutorials. Instructors available during office hours -- great - supportive.*** **NEW LITERACY** Recorded tapes are available.** It seemed the tapes were out of sync with the book. When I went to the lab -- no way could I work without skilled technician -- he helped me. Labs not convenient -- didn't use them. I spent much too much time in computer lab trying to figure it out myself.** Computer lab dependable for any assistance. **CONGRESS** Not much support.*** The tapes in the library -- some were blank or erased -- there was very little support. There was not any support nor interest in giving support.***	**BRAIN** Anytime wanted could make appointment at Media Center to go and view a program over again. Media Center tapes helpful because couldn't see broadcasts due to work hours. Used own VCR to tape programs. On my own.** Didn't use instructor at all. **CONSTITUTION** Tape each show/in library. Instructor available.** School could assist instructor better. Can't borrow tapes Weren't any that I know of. **THE WRITE COURSE** Problems in contacting instructor.** Problems with support. Could view cassettes at library. Everything is done through the mail.** I'm unaware of any support services. You can call the instructor. You can register by mail.**** **NEW LITERACY** Can call instructor.*** Less support for this course than any other I've taken. Videotapes available in library.*** Monday 2:30 viewing time useless.** Have to work. Computers available.*** Professor is impossible to get a hold of.** Lack of central information on course, little help. **CONGRESS** Review sessions.*** The instructor is readily available.*** Ought to be more optional class meetings.** Tapes available in the library.******* Convenient hours for teachers.** Access to instructor. Media Specialist helpful.

Students were asked to describe the support services offered by the institution for this telecourse. They were also asked to comment on how they used these services and how helpful they perceived them to be.

In most cases, the students cited the instructor as the primary support service available to them. However, a number of students mentioned that they had problems contacting the instructor. Although only one-fifth of the students had some difficulty contacting their instructor, it would appear that this posed a substantial problem for these students.

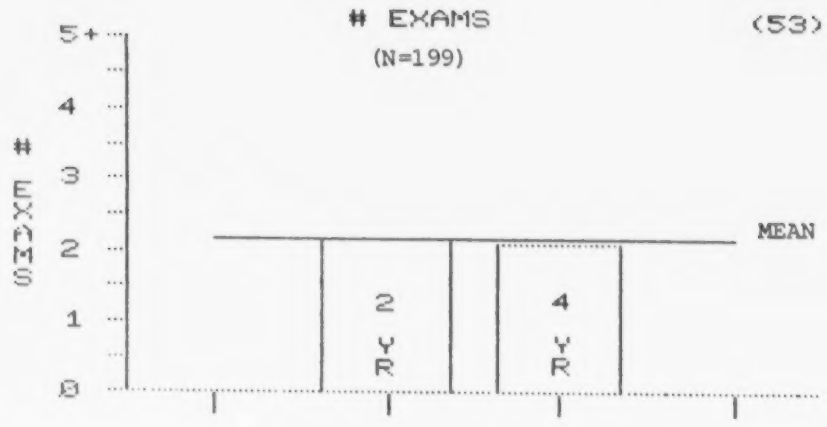
Some mentioned the availability of tapes in the library if they missed a specific program. This service was seen to be helpful. In one case, a monthly newsletter was provided.

PERCENTAGE OF PROGRAMS MISSED



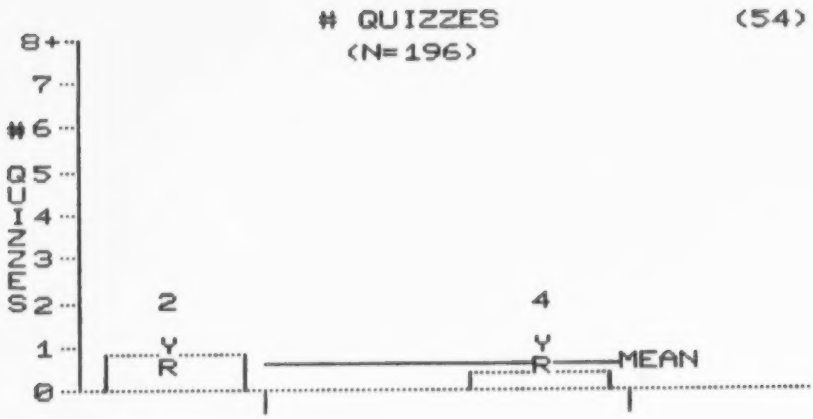
More than half of the students reported that they missed viewing at least one program for their course. One-fourth of the students reported that they got to see the tapes by viewing them in the library. Thirty percent of the students reported that they did not subsequently view the program because they didn't have time, did not know where to get the tape, or tapes were not available. Another 3% got the videotape from the college and viewed it at home on their own VCR.

NUMBER OF EXAMS



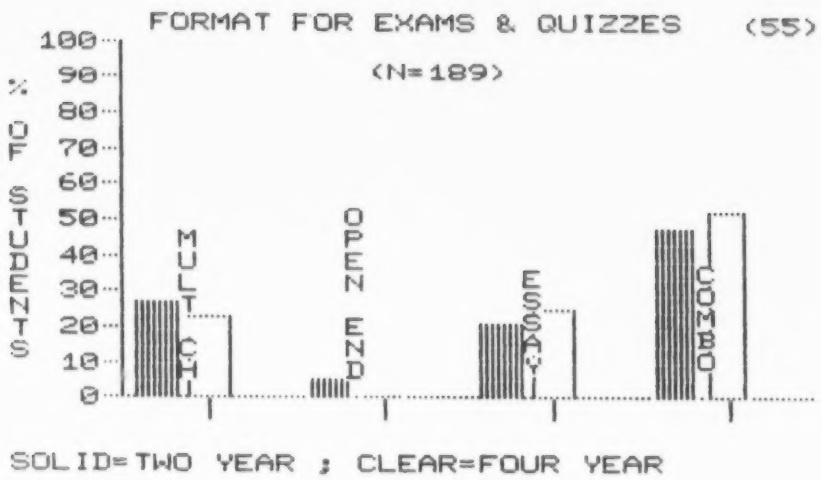
On the average students took two exams in the Annenberg/CPB courses. No differences were noted between two- and four-year institutions in the number of exams given.

NUMBER OF QUIZZES



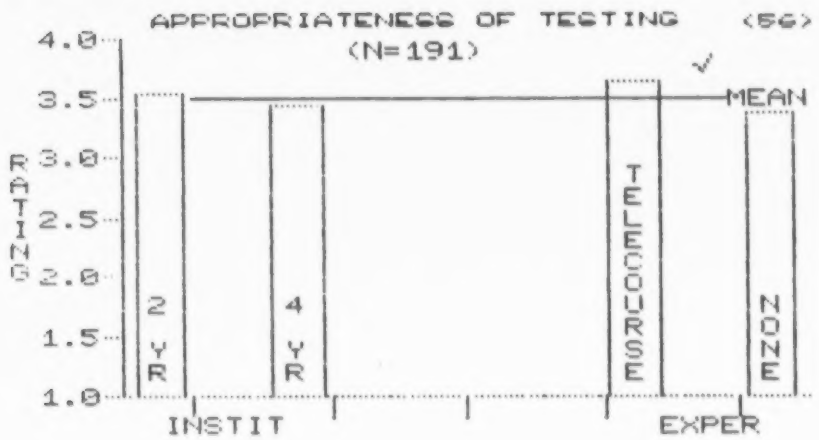
On the average, fewer than one quiz was offered in the Annenberg/CPB courses with no differences between two- and four-year institutions noted.

FORMAT FOR EXAMS AND QUIZZES



A combination of multiple-choice and essay exam and quiz questions were used in about half of the courses with multiple-choice and essay used with less frequency. Very few took exams and quizzes with open-ended questions.

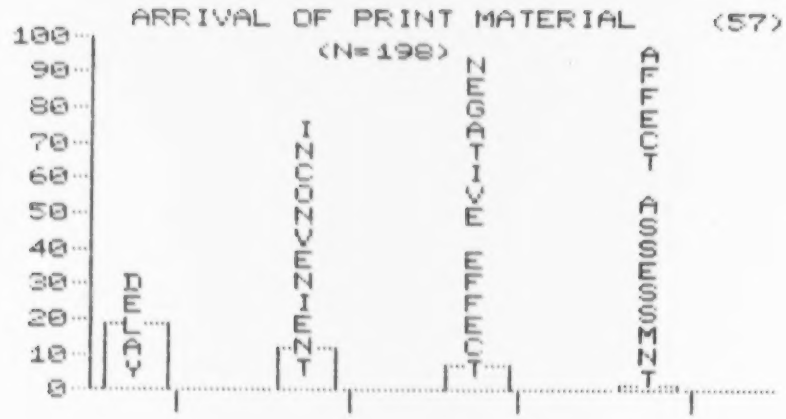
APPROPRIATENESS OF TESTING FORMAT



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

Most students found the format of the tests to be very appropriate. While there were no two- or four-year differences noted, those with prior telecourse experience found the test format to be even more appropriate than did their peers.

ARRIVAL OF PRINT MATERIAL



One factor that could appreciably affect the first semester use of and satisfaction with the Annenberg/CPB courses was the late arrival of print materials. One-fifth of the students reported that they experienced delays in the arrival of print and 12% were inconvenienced by the delay.

Although a small percentage of the total sample was affected by delays, four out of ten of those receiving materials late reported that it had a somewhat negative effect on their ability to complete coursework. Only 2% of all students reported that a delay of materials affected their assessment of the course as a whole.

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PROBLEMS IN TAKING THE COURSE

	TWO YEAR	FOUR YEAR
	BRAIN Only offered late at night. Should be offered in afternoon. I was surprised with the intensity. I missed the feedback you get in a classroom. I didn't get any feedback on the quizzes. Child care. Lack of biology. Course pretty technical.** **CONSTITUTION** No feedback. Can't attend seminars. I wish they had the videotapes.*** Big problem. Last couple of programs did not start at the scheduled time.** Very late -- earlier would be better. Traffic problems in evening -- rush hour.** **THE WRITE COURSE** Terrible viewing time.*** (Saturday) Getting a hold of teacher. Not getting assignments back. Problems with library **-- said audio copies there, but they're not. Not enough feedback. Limited office hours. Time pressures.*** **NEW LITERACY** Getting on computer. Outrageous hours they show the films. Viewing program and relating it to the chapter of the book was a problem because the TV programs were not synchronized. Radio station screwed up the scheduling -- didn't broadcast when they were supposed to. **CONCORDE** Exam questions did not coordinate with the materials.*** Too many unimportant and trite questions.** I think the syllabus was coordinated with the program wrong. Correct answer (on tests) was different from book.** Programs were good. The book was not good.**	**BRAIN** PBS station airing show at different time without notice.** No problems. Not enough feedback.** No direction from the instructor on what was important.** Spent a lot of time trying to memorize names -- not relevant for the midterm memorization.** **CONSTITUTION** Viewing on CH 44 bad.*** 10:00 Saturday night -- bad.** Preempt -- let you know when they preempt.** Reception CH 44 terrible. Sometimes it was a long time to sit -- almost two hours. **THE WRITE COURSE** Instructor not familiar enough with program.** "Pented" a waste of time.** Some lessons not clear in what they wanted -lesson 28- shopping list, etc.*** Thesis statements should have been at beginning of course, not end.** None.**** **NEW LITERACY** Professors should get act together. Computer industries have grown since this done. Book like an encyclopedia.** Video and book not compatible. Took 10 hours to look up and answer questions on a test.*** None.***** **CONCORDE** Textbook confusing.** Sometimes the repeat comes after the test.*** Longevity. Second half dull.***** Should have more class meetings, shorter (biggest problem). Not enough information.**********

When asked what problems were encountered in taking the telecourses, students most often mentioned scheduling conflicts in viewing the programs. Conflicts with on-campus class meetings and difficulties in reaching the instructor were also noted. Other problems cited were the high difficulty level of print material, errors in the print material, and not getting assignments back from the instructor for later study.

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SUGGESTIONS FOR INSTITUTIONS ON OFFERING TELECOURSES

	TWO YEAR	FOUR YEAR
	BRAIN Offer a larger variety.***** Do it on the other campuses.**** Update the material.*** More diversity.**** Make sure that the stuff is in the bookstore.** Later evening hours would be better. **CONSTITUTION** Have videotapes available. More teacher availability. Have tapes.** Offer more viewings.** Develop them in more areas. Make it later in evening (7-7:30 PM).** **THE WHITE COURSE** More in basics, required courses. Better times. Needed more...more offerings. ** Teacher more available. More feedback. Deliver books to house. More on VHF. More upper division classes. More business classes. **NEW LITERACY** Offer more subjects. Meet more often. Have them shown at different times. Should have quizzes in addition to midterm and final. Have center open on Sats. and holidays.** Working people could use them. In study booklet include complete RSVP booklet. Get all materials at one time instead of piecemeal. **CONCERNS** Change testing. Offer group meetings at least once a month. Better study guide.** Better syllabus. Teachers who are available evenings.*** More detailed study guide. A better way of knowing what professor wanted. I have never passed with a "62".	**BRAIN** Offer more telecourses.** Needs greater variety.** Better classroom arrangements.** More advertising.*** More than one viewing time.** Put on mailings what type of test it will be.** **CONSTITUTION** Rent out VCRs.** Review them constantly. Cost should be less. Teachers getting paid same as on-campus course is crazy.** Having the tape available in the library, because people asked about it. For some reason, they didn't or couldn't do it. **THE WHITE COURSE** Would be good to offer classes at both downtown and suburban campuses. Schedule more in-class sessions. Too many class meetings (N=3) - might as well take an on-campus course. Let us know when it's on cable and about the tape library. **NEW LITERACY** Problems getting books. Add alternative viewing times.*** More contact with instructor.*** Have review sessions before midterm or final. Never got a syllabus.**** Make it known** i.e. advertise it locally, contact people. **CONCERNS** Advertise course more. Poll students on what topics they would like to have. My institution should accept credit for them. Alternative viewing at bad time (not day). Offer wide variety of subjects. Offer "in field" courses, not electives.** The syllabus was sketchy.

Students were also asked to offer suggestions for their institutions which would make it easier for them to take other telecourses. These included:

- offer more and newer courses;
- have videotapes available;
- improve scheduling by airing program more than once; and
- establish better communications and more contact with instructors.

PART V. ASSESSMENT OF TELECOURSE MATERIALS

PROFILE OF PRINT MATERIALS

COMMENTS ON THE TEXTBOOK

COMMENTS ON THE STUDY GUIDE

INSTRUCTIONAL LEVEL OF THE PRINT MATERIALS

COMPARISON OF DIFFICULTY TO OTHER TELECOURSES

COMPARISON OF DIFFICULTY TO OTHER TEXTS

PROGRAM PROFILE

FAVORITE TELEVISION PROGRAM IN THE SERIES

LEAST FAVORITE TELEVISION PROGRAM IN THE SERIES

COMMENTS ON THE PRODUCTION ELEMENTS AND FORMAT

HOST EFFECTIVENESS

COMMENTS ON THE HOST OR HOSTS OF THE SERIES

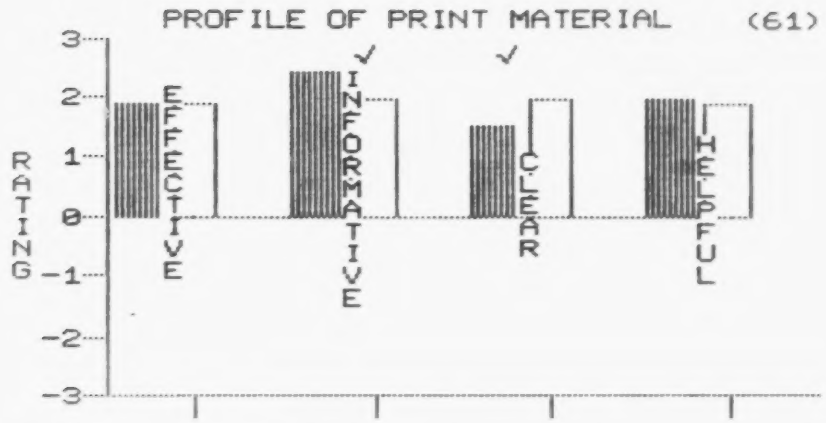
EXPERT RATINGS

COMMENTS ON THE EXPERTS

RATING OF COURSE MATERIALS

CORRESPONDENCE OF PRINT AND VIDEO

PROFILE OF PRINT MATERIALS



SOLID=TEXT (N=196); CLEAR=SG (N=172)

+/- 3 = Very
+/- 2 = Somewhat
+/- 1 = A little
0 = Neither/nor

Students were asked to rate the textbook and study guide on four dimensions including: effective/ ineffective; informative/ uninformative; clear/ confusing; and helpful/ unhelpful in achieving the course objectives. Each was evaluated along a seven point scale ranging from very positive to very negative.

Both the textbook and study guide were rated high on the dimensions of effective; informative; and helpful in achieving course objectives. However, the study guide was rated to be clearer than the textbook while the textbook was rated to be more informative than the study guide.

COMMENTS ON THE TEXTBOOK

	TWO YEAR	FOUR YEAR
	BRAIN Some diagrams are inaccurate. **** Drawings are well done.**** It was easy to understand.** Well written. Bloom book and study guide contradict.** I want more information.***** Did not have a good glossary.** **CONSTITUTION** Interesting in and of itself. Use study guide more than the blue book. ****** Text very good. Puts the Constitution into plain language. Very informative. Well organized.*** Didn't look at it much.** Don't need text.** **THE WRITE COURSE** Grammar section is good reference -- very helpful.******* Clearly laid out text. Good examples. I didn't read text as such...skipped parts...just used as a reference. Book was excellent...best book ever had. Good supplements, but only needed syllabus.*** **NEW LITERACY** Colorful, good graphics, done well, helpful pictures and flow charts. End of chapter summaries were helpful. Like white on black 'cause it acted as chapter markers. Written well for an intro course. Glossary nice--excellent. Too much for one semester.*** **CONGRESS** Textbook was definitely for advanced student. Details not found on tests.** Could have been written in more cohesive way. Not outlined well. One text would have been better. Syllabus was not well coordinated with programs.** Too much jumping back and forth.	**BRAIN** Very helpful index. Didn't cover all the material, but was well organized with good illustrations. Words too technical. Text good, diagrams good, but it covered too much information for this type of class. Text itself is alright. Not oriented to the layman nor towards the film. **CONSTITUTION** Unnecessary - didn't use it all.*** Didn't tie in with TV and study guide. All we needed was study guide.*** Should be optional.*** Instructor didn't use it.** Law jargon is tougher. Each chapter went along really smoothly.** **THE WRITE COURSE** Excellent.***** Best thing in course. Will keep as a reference manual. Written clearly. Diagrams helpful. Handbook in back will be beneficial for a long time. Text good -- will keep as reference. **NEW LITERACY** Pretty organized, good diagrams.** I wouldn't expect anyone to learn this -- it's like encyclopedia.***** Good reference.**** Readable. Too detailed for entry level course.*** Acronyms confusing.*** Topical format good.**** **CONGRESS** Good references and style. Organized.** Illustrations and photos good. Charts not necessary and very confusing. There's nothing hard to understand -- just so much information. Did not use all illustrations and diagrams.*** GLOSSARY would have been helpful.*****

Students commented positively on many different aspects of the texts including diagrams, graphics, and flow charts. Some students mentioned that they would keep their textbook as a reference book.

Students commented negatively when the textbook did not correspond well with the video and study guide and when a lot of jumping around was required. Students also found glossaries and chapter summaries important for a textbook. Inaccuracies were cited by some students.

In some cases the textbook was not used as extensively as the study guide.

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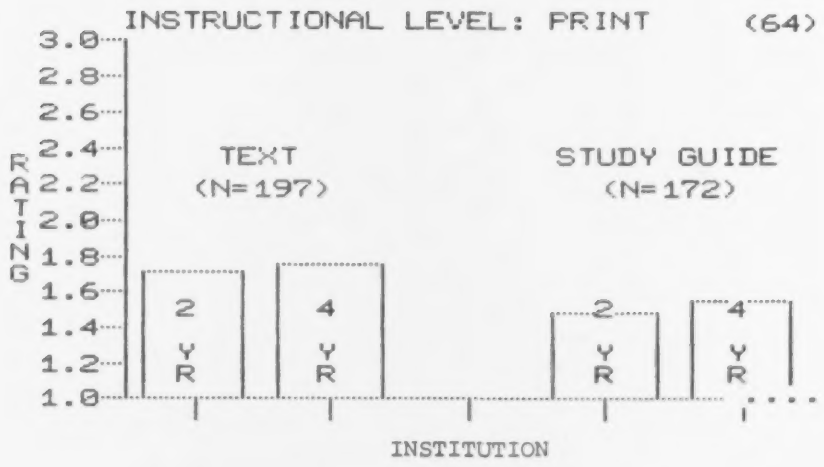
COMMENTS ON THE STUDY GUIDE

	TWO YEAR	FOUR YEAR
	BRAIN For Restak, the chapter outlines make a very good study guide.**** Best thing was the glossary.*** I liked the synopsis.** Colorful.** Text and course not compatible. Very good, but very difficult.*** Some diagrams a bit vague. **CONSTITUTION** Easy to read and understand. More pictures. Beautiful, good, excellent.***** Was not difficult. References fantastic. Very readable--liked the writing.** **THE WRITE COURSE** Study guide easy to follow, less formal. Like printed word for someone had written in film.** Liked points to remember. Tremendous/pulled entire course together.** Study guide helped reinforce TV content. Not too necessary -- used with TV program. **NEW LITERACY** Good background for course teacher. Excellent. Projects fun. Good for questions and answers. Expensive. Self-tests good. Preview/overview, vocabulary excellent. Blueprintsfor course. Text useless without study guide. **CONGRESS** The study guide was just a brief overview.** Reading assignments in study guide and syllabus in conflict.** Not much in study guide. Study guide did not cover textbooks which were more important than programs.	**BRAIN** Very helpful.** Guide was good but text was what was important. Questions in guide pretty good as a review.** Deliberate repetitiveness wasn't that helpful. Study guide would have been helpful--needed one.** Many pages badly printed -- double images hard to read. Many errors.** **CONSTITUTION** Excellent/terrific.** Good reference book. Should have done same with textbook. Only had to go to study guide. Liked everything about it.*** No study guide.***** **THE WRITE COURSE** Tore out pages to send in and lost the next lesson. Assignments unclear - what they wanted.** Got nothing from it. Study guide total waste (read it before viewing). Too elementary. Written pretty good. Followed along with the program. **NEW LITERACY** Self-tests helpful. Too intense questions. Intro material helpful.*** Helpful overview for review. Held whole thing together.****** Study guide clear and easy to follow--useful for review.** **CONGRESS** Like major thoughts in bold print.** Study guide good for pulling tape together.** Sometimes answers in the study guide weren't the same as answers you'd get from reading the book.***** Glossary would have been helpful.***

Students were positive about the guides for the Brain and Constitution but mixed on the guide for the Write Course. Students in four-year institutions were particularly critical of this guide. Students were positive about self-tests except in those cases where the information was inaccurate.

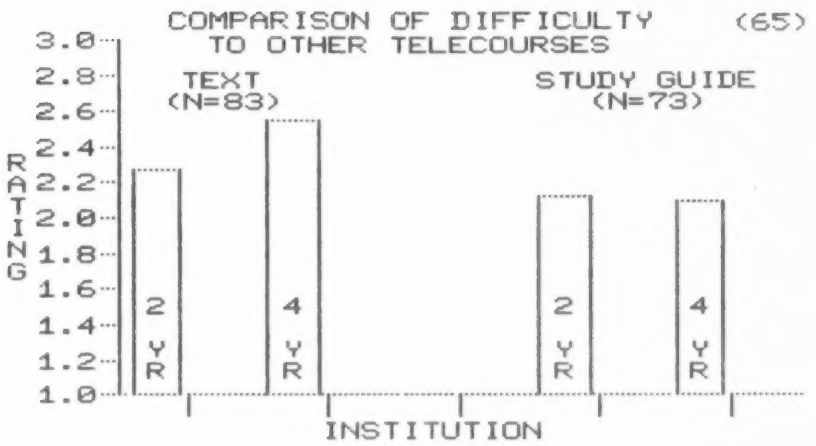
INSTRUCTIONAL LEVEL OF THE PRINT MATERIALS



3 = Advanced
2 = Intermediate
1 = Introductory

The textbooks and study guides for the five courses were rated to be slightly below intermediate level on the average with the study guides seen to be at a lower academic level than the textbooks. There were no differences in targeting difficulty level by two- or four-year students.

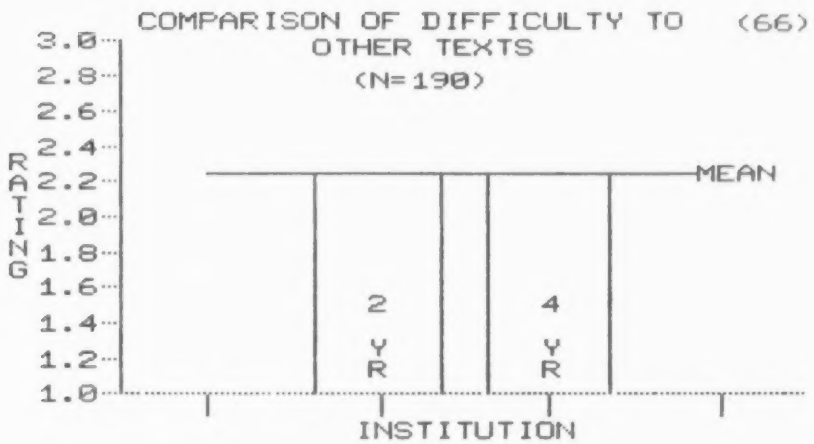
COMPARISON OF DIFFICULTY TO OTHER TELECOURSES



3 = More difficult
2 = The same
1 = Easier

The difficulty level of the print materials for these five courses was compared to print materials for other telecourses that students had taken in the past. Across all five courses, these materials were seen to be slightly more difficult than materials used in other telecourses.

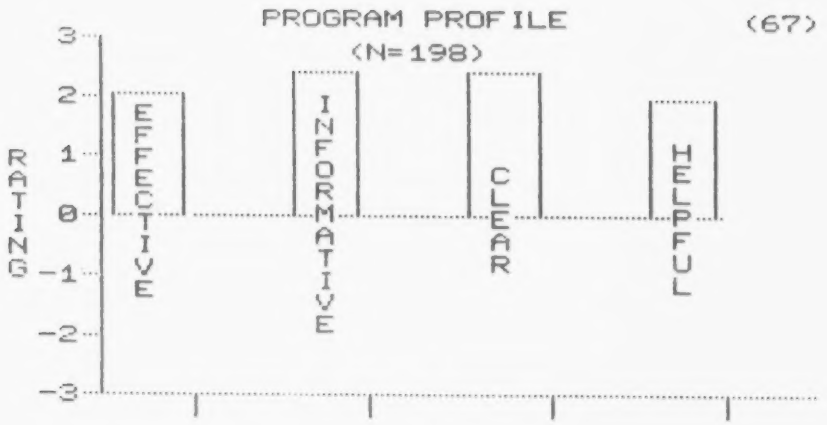
COMPARISON OF DIFFICULTY TO OTHER TEXTS



3 = More difficult
2 = The same
1 = Easier

When comparing the difficulty level of the textbook to on-campus course textbooks, students rated the Annenberg/CPB course texts to be slightly more difficult. There were no significant differences noted in comparing difficulty level by type of institution.

PROGRAM PROFILE



+/- 3 = Very
+/- 2 = Somewhat
+/- 1 = A little
0 = Neither/nor

Students were asked to rate the television programs in their telecourse on the same dimensions that they rated the print materials. Students rated the programs very high on all dimensions. The programs were rated higher than the print materials on the dimension of clarity.

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FAVORITE TELEVISION PROGRAM IN THE SERIES

	TWO YEAR	FOUR YEAR
	BRAIN The one on the limbic system - animal brain. Learning and memory - interesting points on why we remember certain things, and how some people are really fantastic at remembering. Stress and emotion** -- watched it with my daughter. Malfunctioning Mind -- dealt with psychology of brain. Can't say I had one. **CONSTITUTION** Affirmative Action. Right of Criminal Suspects to a Fair Trial. Right to Die*** - issue most pressing - constantly hear about supreme court and abortion issue. Insanity Plea. #6 Jail/Correction Systems. Right to Fair Trial: Benjamin Ward. Creeping Crawling Crud - honest. **THE WRITE COURSE** Way people use writing in their work.** The use of industry slang and jargon.** Program on library -- most informative.***** **NEW LITERACY** Loved the old army lady -- she was inspiring, fantastic.**** Good cross-section of experts. Grace Hooper -- she was interesting. **CONGRESS** I could not say. The one with Nixon. The more current ones "Tip" O'Neill's granddaughter.	**BRAIN** "Left and Right Brain". I am a lefty--could identify with it.** "Phineas Gage".*** It was entertaining and informative. Biological clock -- personal relevance.** Woman with the artificial light. Schizophrenia. **CONSTITUTION** Vividly remember 1st one. One lady, McClousey was hilarious - made the whole program. She(McClousey)was very opinionated. Programs with Ford in them. Like his point of view. Can't remember which ones, but there were a couple I particularly liked. **THE WRITE COURSE** Last program -- continue learning writing skills. Halfway house program. Library. How to organize an essay - helped with midterm. Where Gwyn tried to make them more than friends. Lesson 18 -- sentence strategy. The van. **NEW LITERACY** One on languages - interesting because you hear names of language. Elderly woman*** - sharp, bright, she works everyday - 77 years old. One on communications - using modems pretty good, interesting. The one on computer security interesting. **CONGRESS** First segment** a freshman comes to Washington.*** (interest) Influence and interest.** Madd and handgun control. Clip with Jimmy Stewart. Impeachment of Nixon.******** The last one wrapped up everything.***

When asked which program in the series they liked best, students referred to specific programs in the series which they liked.

Program elements which students mentioned that they liked included real life examples; information which advanced their knowledge in some way; special points of interest which related to the student; or talent in the programs who were memorable to students.

There were many more positive than negative comments on the programs overall.

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LEAST FAVORITE TELEVISION PROGRAM IN THE SERIES

	TWO YEAR	FOUR YEAR
	BRAIN Madness*** -- the most boring program. Just to see that girl smoking a cigarette and talking to the cameraman -- I didn't see the point. I was a little annoyed with the episode on Phineas Gage, went on far too long, wasted a lot of time on that. Show was geared to the general public, not just for us. Tried to keep the interest level up. **CONSTITUTION** Campaign spending.** Boring. Didn't watch enough to comment. Right to Live/Die -- gave a lot of examples not a lot of factual information. Should Laws be Color Blind -- not enough information. **THE WRITE COURSE** Last couple were boring.** One on library -- didn't understand it.** Burke's "Pentad" -- confusing.** Flower sketch. Football players. The one where their cast put their feet on the couch. First program.*** Simple, boring, first two. Pentad program, confusing, useless. **NEW LITERACY** Programming at end went so fast, I was lost, maybe should be included in next course. Merge together. One where they did the drawing near the end of the course -- not relevant. **CONGRESS** The one that did not get recorded.**** The 30 minute segment with picture but no voice.** People in sound room did not know what was about. Program did not have a number to call them up in library. The problem was with the help/ people in the library did not believe there was such a program.	**BRAIN** One on stroke victims--you needed a strong stomach to watch. Madness -- kind of like a freak show. Stress** -- examples seemed irrelevant. Multiple personalities.** Schizophrenia -- felt bad for guy.** "Phineas"-- too much time taken up in dramatization. **CONSTITUTION** Affirmative action -- sick of that subject. Money for elections -- just dry. Election Process -- not interesting. Design of course left out women hosts.*** Didn't really like the 1st one. The one with Donahue. Just dislike him, that's all. **THE WRITE COURSE** 1st one -- very "chitty-chatty" -- not informative. Gwyn & Dan -- courting, "horrible", re-write love letter, ridiculous. Didn't like many anyhow. 1st program. None.**** Too much forced entertainment. **NEW LITERACY** Play acting in beginning and end of each program infantile, unnecessary. One regarding how group of people get together and write a program -- pretty boring. Too much time on Piracy. One or two had too many interviews, too much information. **CONGRESS** The power of the person.*** Budget -- format boring, very confusing, too complex. Congress and the buresucracy.*** The last one. A couple were dull but they were so dull I don't remember them.

A variety of specific programs were described which students did not like. The schizophrenia program in the Brain was mentioned often as a least favorite in that course. The first program in the Write Course was also mentioned as a least favorite. In the Constitution, students commented negatively on the lack of female moderators. In other series, topics appeared to be the basis for selecting a least favorite.

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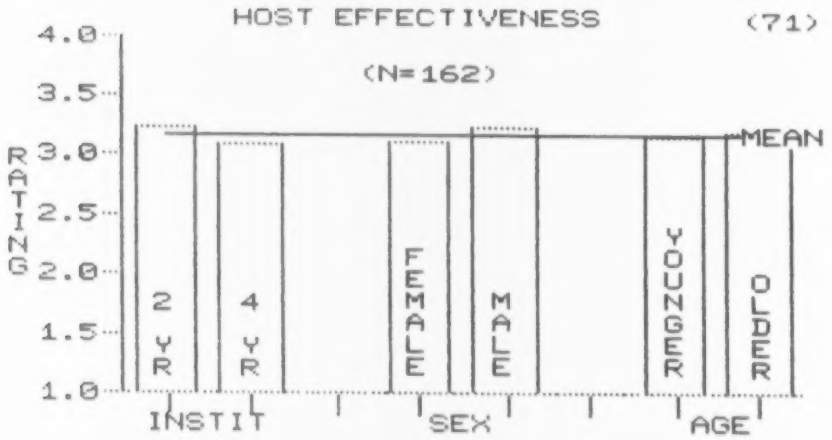
COMMENTS ON THE PRODUCTION ELEMENTS AND FORMAT

	TWO YEAR	FOUR YEAR
	BRAIN Music's real dramatic -- irritating.** Like the hi-tech graphics. They don't just use stock footage from some Hollywood library.** The formality puts you at a distance. I thought it was high quality.** **CONSTITUTION** Excellent. Interesting. Well produced in general. It's not dull and boring, done with a little humor, keeps you interested in program. Everything appropriate.** Location appropriate, air of being there.** Put together well, entertaining, done very well.** **THE WRITE COURSE** Music not good. All well-done, moves smoothly, keeps your attention. Easy to follow -- don't have to have read other.** Music was great.** Effective. Production - very well done. Off-set location didn't add to information. Nice but trying too hard. **NEW LITERACY** Tired of that one song. Moderators' introductory speeches were a little elementary. Too much flashing. Didn't have continuity - broke it up too much. People interviewed could be a bit more animated. Music corny as hell. Cut introduction down. **CONGRESS** It was very confusing when someone was arguing in back and Edwin Newman was explaining in front. Would have watched on my own.** For most part, fairly well done.*** Really enjoyed them. Had to come back to the library to see them again.	**BRAIN** Good format. Very good graphics. If film was based on the text it would have needed more graphics and cutaways. But can you get away from sensationalism on TV? Even on PBS? Liked music. Liked graphics of synopsis. Liked on-location things. **CONSTITUTION** Liked set-up of half circle. Sirens in background strange.*** Could use graphics. Use on-location spots. Show House of Representatives - gather more interest.** Make eye-catching. **THE WRITE COURSE** Like a sit com. Humor -- nice. Office segments stifling. Graphics effective as was clear. Too much repetition -- theme song (like game show). Very well done having the work environment. It looked up-to-date and realistic. **NEW LITERACY** Music may be distracting. Show stuff we would never see in whole life. Film charts easy to understand. Credits too long.***** You would hardly know that any country other than the US was involved in development of computers.*** Some outdated.** **CONGRESS** Blends well. Good lead-ins. It's pretty professionally put together.***** I realize the limitation they have with the Senate but I'd like a little bit more attention paid to this.****** Enjoyed music. On-location shots well done.** Needed more facts and less personalities.

In general, students commented on the high production quality found in all the courses. Some students commented negatively on music being used in different series.

HOST EFFECTIVENESS



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

The hosts for the series were rated high on effectiveness among all groups.

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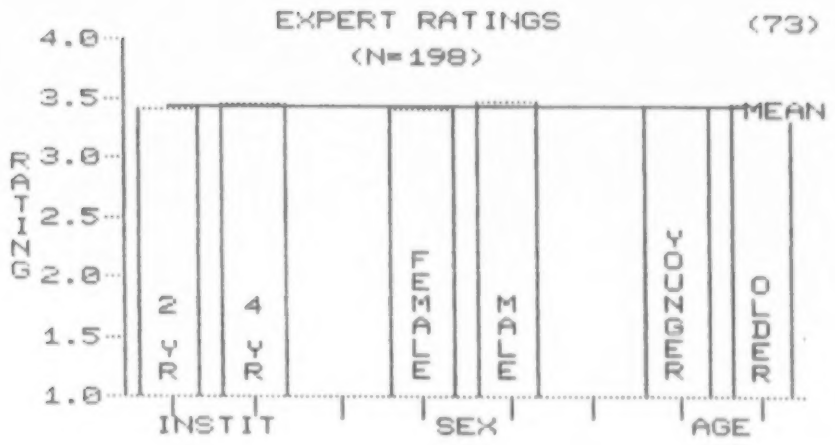
COMMENTS ON THE HOST OR HOSTS OF THE SERIES

	TWO YEAR	FOUR YEAR
	BRAIN Great. Like him.***** Why a man? His voice is very pleasant, not irritating, good tone. Was like watching the news. Not objectionable. Inoffensive. He came across real clear and distinct. Professional. **CONSTITUTION** All present themselves very nicely. Very informative. Arthur Miller is the best.*** Friendly could be livelier. Friendly should critique more. Host doesn't accomplish much or add much. Friendly - left a little to be desired. **THE WRITE COURSE** They're good -- all different.*** All portray necessary part. Little corny -- romantic scene, but it serves a purpose. Anybody could relate to one at least...enough variety. Relaxing. Would have been difficult to have one host. Format O.K. -- but should have defined what was being taught. Because writing course, everyone different, not one way. Action, got repetitious. Nice speaking voice. **NEW LITERACY** **CONGRESS** Fine job.** You felt you knew Edwin Newman personally, first hand when you were through. Ornstein was O.K. for a young feller. Sometimes boring.	**BRAIN** OK. Good introduction and wrap up. Glad he was there -- the only sane one. Generally good.**** Not a scientist, couldn't/didn't clarify but good at tying things up. George Page has worst monotone -- puts you to sleep -- too heavy, too boring. **CONSTITUTION** Potter Stewart could explain better.** He wasn't going to get trapped in definitive questions. Moderators -- good. At end made useless comments. Repeated what was said, Stewart tried to analyze everything. Didn't enjoy them. Were monotonous.** **THE WRITE COURSE** Ring leader -- like "good witch" -- accent and giggle were annoying. The intern, Cassie -- supposed to be on our level -- she caught on to everything too quickly. No hosts.***** **NEW LITERACY** Host's time could be used more efficiently for review. Break for me to leave.**** Host played useful role, relaxed viewers, seemed down-to-earth. Dippy. Unnecessary Good intro.***** **CONGRESS** Very well informed.** Needs more facial expressions. Could use some humor. They have a good rapport.********* Good.*** Fine.** Or nstein more expressive. I liked Edwin Newman real well.**** Ornstein was kind of stiff.

Most comments on hosts for the series were positive. Hosts were most effective when used to reinforce substance and content in the series and less effective when used as a gimmick in a series. The host for the New Literacy did not work well for these students.

EXPERT RATINGS



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

The experts were rated even higher than the hosts. All segments of the audience found the experts to be very effective.

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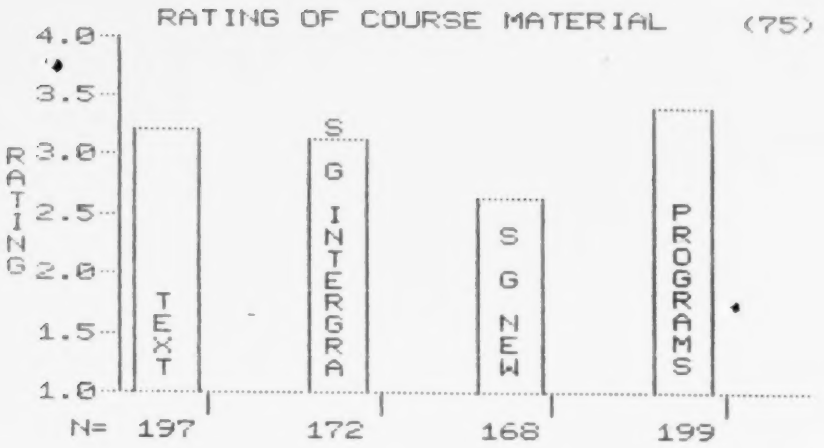
COMMENTS ON THE EXPERTS

	TWO YEAR	FOUR YEAR
	BRAIN On the whole, most are interesting. A few, I didn't put much faith in what they said. Liked getting the views of those actually working in the field - eliminates bias. They were concise. Provided very precise and recent information. Seeing the experts humanizes the research. **CONSTITUTION** Excellent.*** Good actors. Well-rounded.**** Senators and Congressmen, ex-presidents, etc. Experts were candid and honest about the particular situations. Good to know how each of these players had a role in the law.** **THE WHITE COURSE** Like them -- they speak clearly. Helpful and informative.** Adds more authority. Bring out points clearly and logically. Examples very good. Local people...made it interesting. Good the way they put it, all a little different.*** **NEW LITERACY** Very good.*** Areas of expertise varied enough to get a good cross-section of views. Needed to talk with people working with kinds of equipment at lower level...with personal computers. Surprised at not having greater in-depth coverage of computers in classroom. **CONGRESS** Good variety. Liked them -- they appeared well versed. Enjoyed seeing so many people you had read about in papers. Knowledgeable and well versed.	**BRAIN** Ones remembered were interesting, but they didn't have enough time to go into it so that a layman could follow them. Wants to know their credentials. Thought they were great -- encouraged with their involvement. Huge benefit of telecourse is to hear from so many experts. **CONSTITUTION** Liked range they had.** Good - their viewpoints. Weren't afraid to speak up. Can't argue. Had President, lawyers, ambassadors, dignitaries, you name it.** Didn't leave anyone out. **THE WHITE COURSE** Brought in good people. Liked experts' suggestions. Woman at document center - good advice.** Settings for interviews bad. Experts more advanced than program. Good.***** **NEW LITERACY** Give them credibility. Need more people you can relate to. Have people who are better known. Only recognized Hooper and Azamal.** Too many personalities. Just when you're getting to the point they interrupt. Repetitious - 3 guys saying the same thing. **CONGRESS** The expert sources know what they're talking about.**** Make good use of political analysis and professors.*** Sounded knowledgeable. Believable. Took different positions. The list was pretty impressive.

General response to the use of experts was positive with most students reporting that the opinions of experts contributed to the informative value of the programs and their credibility. Experts were most effective when the program made it clear who they were and why they were important to the program. Variety in experts was encouraged.

RATING OF COURSE MATERIALS

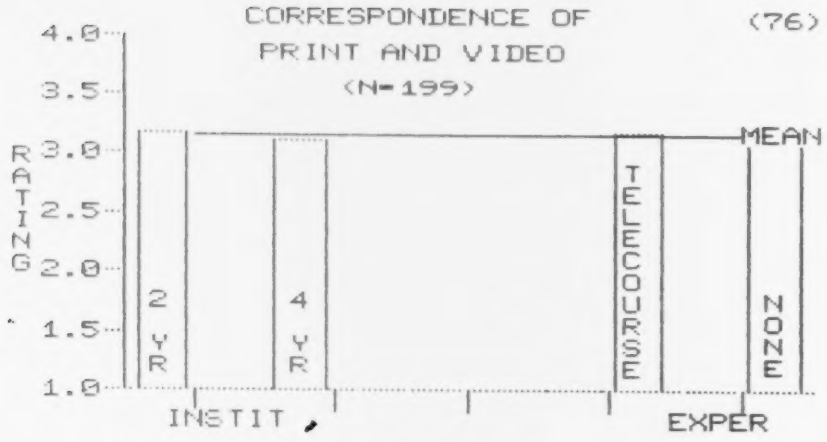


4 = Excellent
3 = Good
2 = Fair
1 = Poor

Students were asked to rate the quality of the textbook; the study guide in integrating the material for the course; the study guide in adding new material; and the television programs.

The textbook, study guide, and programs were all rated high by students. While the study guide was seen to be good at integrating material, it was seen to be less effective in adding new information.

CORRESPONDENCE OF PRINT AND VIDEO



4 = Very effectively
3 = Somewhat
2 = A little
1 = Not at all

In order to determine how effectively the print and video corresponded, students were asked to rate the course in this regard. The correspondence between the print and video components of the course was rated high with no differences noted among responses according to type of institution and telecourse experience.

PART VI. OVERALL COURSE ASSESSMENT

COURSE MATERIAL RATINGS

COURSE RATINGS

LIKED BEST ABOUT THE TELECOURSE

LIKED LEAST ABOUT THE TELECOURSE

INSTRUCTIONAL LEVEL OF COURSE

COMPARATIVE DIFFICULTY OF COURSE

PERFORMANCE IN COURSE

VALUE OF COURSE COMPONENTS

SATISFACTION WITH COURSE

RECOMMEND COURSE

TAKE ANOTHER TELECOURSE

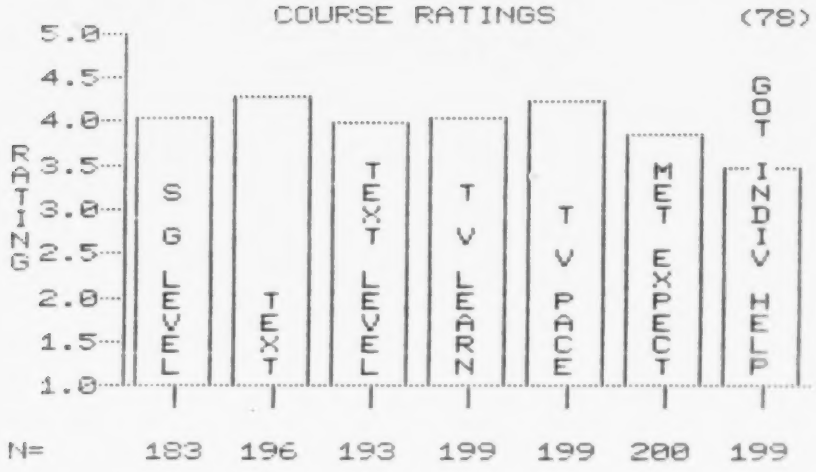
WOULD HAVE WATCHED FOR HOME VIEWING

REASONS FOR NOT WATCHING

SUGGESTIONS FOR INSTITUTIONS IN OFFERING ANNENBERG/CPB TELECOURSES

SUGGESTIONS FOR THE DEVELOPMENT OF SUBSEQUENT TELECOURSES

COURSE MATERIAL RATINGS



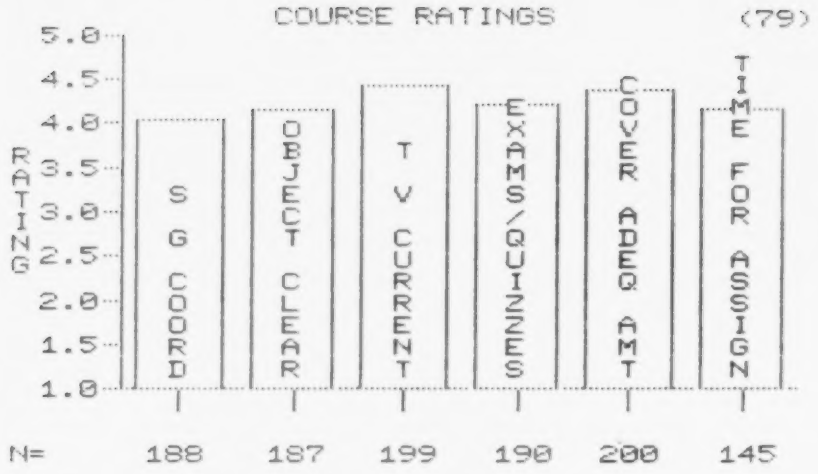
5 = Strongly Agree
4 = Agree
3 = Cannot decide
2 = Disagree
1 = Strongly Disagree

A series of statements were offered for students to agree or disagree with on a five-point scale. Students gave consistently positive agreement with the following statements:

The study guide was at an appropriate level for me.
The textbook provided adequate coverage of material in the course
The textbook was at an appropriate level for me.
Television is an effective way for me to learn.
The programs progressed at a pace that I could follow.
The course fulfilled my expectations.
I received as much individual help as I needed.

The items scoring the lowest were those dealing with the course meeting the expectations of the students and getting the individual help needed.

COURSE RATINGS



5 = Strongly Agree
4 = Agree
3 = Cannot decide
2 = Disagree
1 = Strongly Disagree

Six additional statements also received a high level of agreement from students. These items included:

The study guide was well coordinated with the textbook and television programs.
The lesson objectives were clearly stated in the study guide.
The content of the television programs was current and up-to-date.
The exams and quizzes covered the material presented in the course.
The course covered an adequate amount of material.
We were given enough time to complete assignments.

These six agree/disagree statements used in Dallas County Community College District telecourse evaluations were used in this study to provide comparisons of the Annenberg/CPB courses to some existing data on telecourses. When mean ratings for psychology, writing, computer, and government course averages across these six items were compared to the respective Annenberg/CPB courses, the ratings were comparable. The range of ratings for the Annenberg/CPB courses was 4.13 to 4.29 and for the Dallas telecourses was 4.07 to 4.27.

The items scoring the lowest were those dealing with the course meeting the expectations of the students and getting the individual help needed.

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LIKED BEST ABOUT THE TELECOURSE

	TWO YEAR	FOUR YEAR
	BRAIN I didn't have to go to campus.** The subject matter. The location shooting - nice to see their environment. Enjoyed the material. Convenience; you could set your own pace. Some of the dramatics in the programs. **CONSTITUTION** Book (study guide) very interesting.** Opportunity to associate faces with the names I was reading about. Moderators: Miller**, Lessenschlit, Duken*** Speak about things going on now. Telecourse closed-captioned for the deaf. **THE WRITE COURSE** TV programs entertaining.********* Study guide nice. Liked textbook. TV programs...interesting.*** Convenience. Work at own pace. Especially interviews--brought everything together.** Characters you could relate to, compare. **NEW LITERACY** Text -- I got most of my info from it. Host had great sense of humor, which made it easier to watch. Convenience.** Study guide.** Clearly states the objective--things to pay attention to in program. TV program very beneficial.** **CONGRESS** Programs.** Interesting subject.** My 14-year-old son could watch with me. Well-presented. Up-to-date, not old history. The TV programs could have consisted more of what went on in Congress/not on controversy, but that is Congress (controversy).	**BRAIN** Text was very informative giving good details. Liked objective of course and the film presentation. Text and guide were good but not relevant to programs. Film was outstanding. Convenience.*** Good content. Crucial to have classes to accompany programs.** Very interesting material.** **CONSTITUTION** Really got into it/different viewpoints, different ideas/all these people together.*** Liked exposure to different opinions/see everyone's side. Comments people made were very awakening. Different opinions.** Explained facts -- way get law, how they work. **THE WRITE COURSE** Convenience.**** Textbook** My writing skills improved, but wish had taken as a regular class. The programs -- the way they acted it out. The actors were good.** The way they took real life examples and how they related to everyday life. **NEW LITERACY** Taking course at home.** Programs -- would have watched them anyhow. Programs and text, both good but lots of information presented.*** TV shows are slick - move rapidly.**** TV show should be seen twice.** **CONGRESS** Not having to drive to campus.** Enjoyed the information that was learned. Programs, well done. Programs were interesting, interviews well done. I preferred the professor. He's a superior teacher.*** Congress in action. Experts.

When asked what they liked best about the telecourse, students mentioned the convenience of taking a course at home, the programs, and, less frequently, the print materials.

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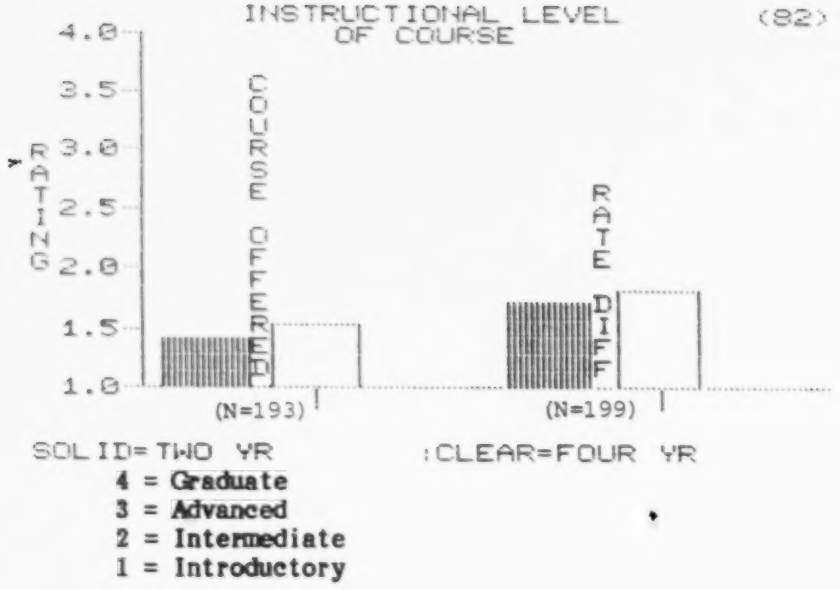
LIKED LEAST ABOUT THE TELECOURSE

	TWO YEAR	FOUR YEAR
	BRAIN I would have liked more programs. Too much information in too short a time.** Lack of availability of ongoing grade reports. The 1st half of the textbook. The price of the books. Inaccuracies in the book - diagrams and the text didn't always agree.** **CONSTITUTION** Textbook.*** Hard to get to point. Time videos offered -- too late. Moderator for program #12 -- affirmative action -- slowed down the show. **THE WRITE COURSE** Didn't like Sat. morning time - should be early. Study guide - would rather have condensed. Assignments due every week...fast paced.**** No feedback. Textbook.*** One at higher level than TV program (The Holt Guide). Shaping college writing.*** Boring. **NEW LITERACY** Without cable, I had to wake up too early to watch. Hit the subject lightly, sort of like a hit and run. Classes need to be in sync with the text. The book became tedious -- much of the topics covered greater depth than required.** Textbook too intense--too much detail. **CONGRESS** Study guide and textbook. More detailed study guide for TV shows. No class participation at all. "Correct" answers on test were in conflict with text. Teacher's answers conflicted with study guide. Study guide wrong in relation to program - pointed this out to teacher but she could not help.	**BRAIN** Confusion over the great depth the TV program went into but the questions did not touch upon the same material.*** Sometimes people droned on too long.** Lack of directions - no contact.** Lack of instructor involvement.** Units too big to swallow.** **CONSTITUTION** Bluebook (textbook), wasn't necessary.*** Advance book.** Couldn't raise hand - went off subject. Hours it was aired. Host, kind of made it sound so phony. Instructors. Didn't like how they taught course (both looney). **THE WRITE COURSE** Work load. Norman.** Characters were unusual/too perfect. Situations were unrealistic. Programs went by quickly.** Programs were boring. Ineptitude of instructor. The price of the textbook. **NEW LITERACY** More contact through mail -- shorter assignments or quizzes.** Writing style of book -- sounded like it was made in committees -- some chapters better than others. Lack of on going support. Format and TV showings are not coordinated. **CONGRESS** Text too easy, repetitive. Study guides, missed important point, didn't address program's points. Instructor.**** Felt like one needed interaction. The book.**** I found too many instances where the text material just didn't support the information that was presented in the TV.

Print materials were also mentioned as a least favorite part of the course. Students who did not have enough contact with their instructor found that to be the greatest weakness of the course. Study guides which did not refer to the programs were problematic for students.

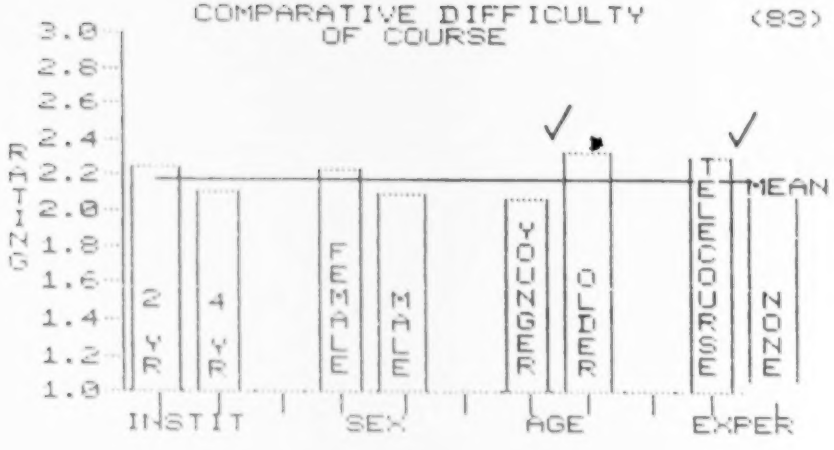
INSTRUCTIONAL LEVEL OF COURSE



Students were asked to report the level at which the course was offered and at what level they would rate the course. On average, students reported that the course was offered between the entry and intermediate levels and perceived it to be slightly more difficult than the level at which the course was offered by institutions.

The courses were offered at comparable levels in two- and four-year institutions and perceived to be of comparable difficulty by students.

COMPARATIVE DIFFICULTY OF COURSE

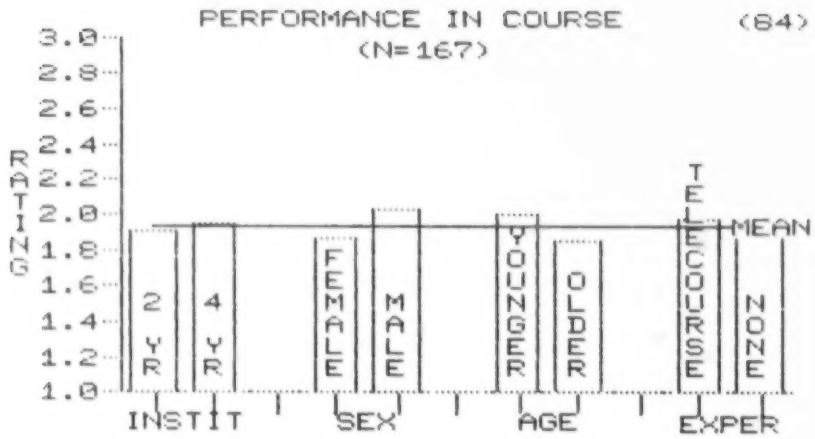


3 = More difficult
2 = Same
1 = Easier

On the average, students found their Annenberg/CPB telecourse to be of comparable difficulty to other courses they had taken at the same level.

Older students and those with telecourse experience rated the courses to be more difficult than other courses more frequently than their counterparts.

PERFORMANCE IN COURSE

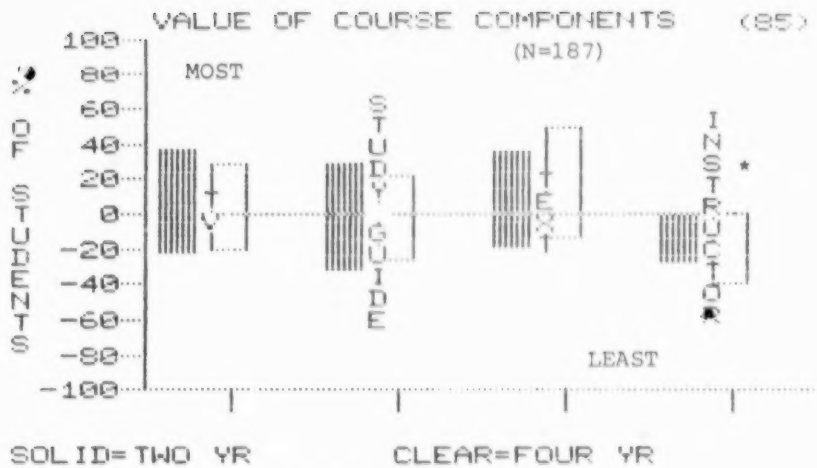


3 = Above the usual level
2 = At the usual level
1 = Below the usual level

Students were asked to report, on the whole, whether their performance in the course was above the level, at the level, or below the level they usually perform. Students rated their performance in the course at the level they usually perform.

This finding is reinforced by students' self-reported grade (3.19) and GPA for all courses to date (3.25) which were close.

VALUE OF COURSE COMPONENTS



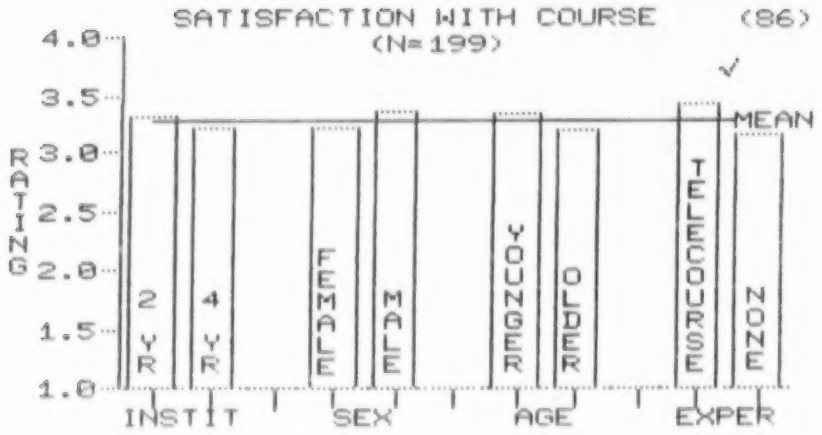
* Instructor option omitted from item

Students were asked which of three course components they found most valuable for its academic content and then which of four course components they could have done without. The second set of components included the instructor as well as the television programs, study guide, and textbook.

While 42% of students considered the textbook to be most valuable, one-third selected the TV programs and one-quarter rated the study guide as most valuable. One-third of students selected the instructor and more than one-quarter chose the study guide as the component they could have done without.

Four-year students were somewhat more positive on the textbook and more negative on the instructor than were two-year students.

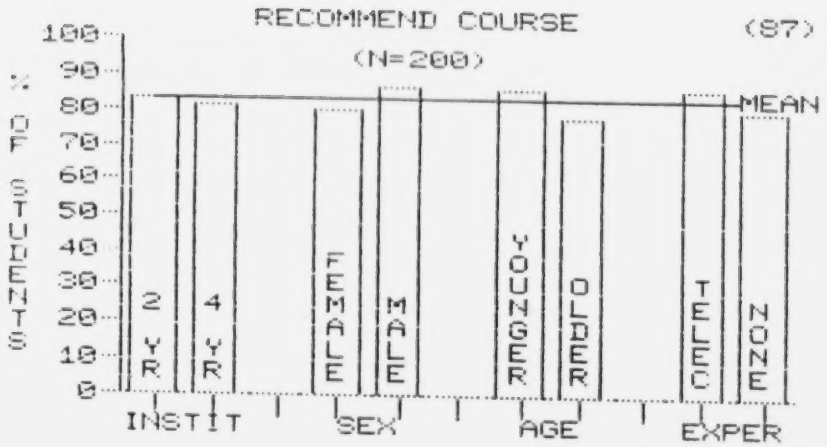
SATISFACTION WITH COURSE



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

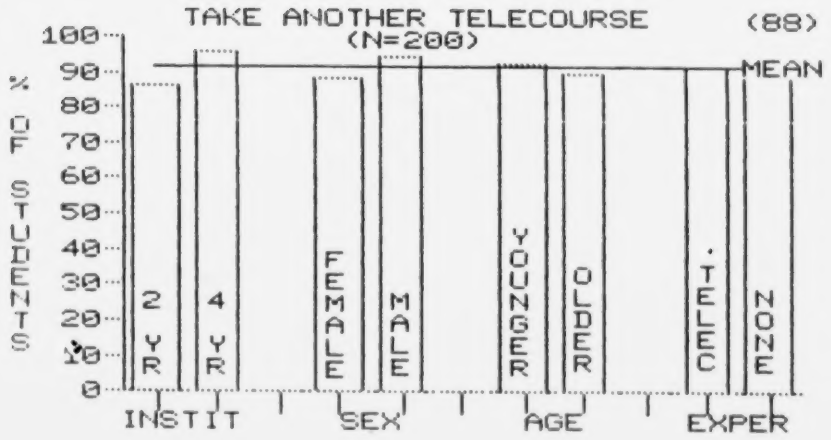
When asked how satisfied they were with the course, all segments of the student population indicated that they were somewhat to very satisfied with the Annenberg/CPB course. Students with prior telecourse experience reported a higher level of satisfaction than did those without telecourse experience.

RECOMMEND COURSE



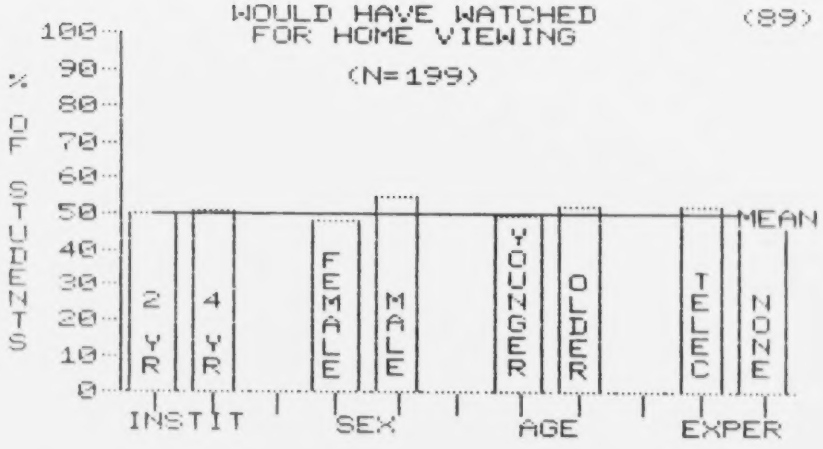
Eight out of ten students indicated that they would recommend this course to a friend.

TAKE ANOTHER TELECOURSE



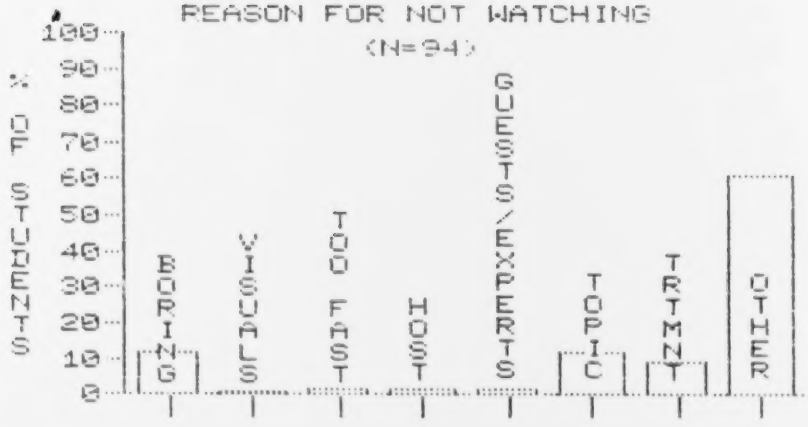
Nine out of ten students reported that they would take another telecourse. Interest in taking another telecourse was even higher among students at four-year institutions than two-year institutions.

WOULD HAVE WATCHED FOR HOME VIEWING



Half of the students reported that they would have watched this program at home on their own if they had not been taking the telecourse. No differences were noted on this item according to type of institution, sex, age, or prior telecourse experience.

REASONS FOR NOT WATCHING



When asked why they would not watch this program at home, students did not indicate that it was a function of the quality of the production. The response of "other" was selected most frequently. It is possible that students do not have the time to view since they are enrolled in a number of courses and have considerable demands on their leisure time.

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SUGGESTIONS FOR INSTITUTIONS IN OFFERING ANNENBERG/CPB TELECOURSES

	TWO YEAR	FOUR YEAR
	BRAIN Available on all campuses.**** Make it 2 courses or give more credit.*** It should have a prerequisite. They should prepare students without psychology or biology backgrounds. Don't let PBS preempt the shows (the last show was delayed with little warning). **CONSTITUTION** More hours of class meetings. Do like correspondence -- small assignments in between times, give more meaning. More individual office hours.**** Professor availability. Make sure they have the tapes.*** More in-class discussion. **THE WRITE COURSE** Fewer topics and more feedback from on-campus instructor.** Better scheduling. I expected tests and wanted to know what to study.** Viewing times -- evening or early morning.** Too many essays -- too long, not enough time. Make assignments clear. **NEW LITERACY** Synchronize everything. Get organized. I like the idea of putting study guide and text together. Make it in 2 semesters - too much to learn in one. Didn't get to work on computers - maybe that should be added as a second course. **CONGRESS** Coordinate materials with telecourse Monthly review sessions. Different text book. You have no idea how you are doing. Could not view tapes conveniently.	**BRAIN** Felt the instructor should have been a little better informed in how the materials were being covered. Make the videos available for check out on campus. Watch some of better programs in class together; or some pieces in class for instructor comment.** **CONSTITUTION** Where's the lab I paid $40.00 to use?******* Cut out the lab fee.**** More promotion.*** Make course longer or have two phases. These rooms not meant to watch TV in with 2 instructors, lecture hall would give them more room to operate.*** **THE WRITE COURSE** Schedule regular class and view programs in class and discuss them after.** Inform instructors. Better organization. Early on expectations of course should have been made clear. Meetings - make them voluntary. Let us know it was on cable too. **NEW LITERACY** More optional classes. Like demonstration. Actual use of a computer. Aired more frequently, more than once.**** Provide study and reviewing on-campus. Instructor more readily available.*** Ensure that all materials available before they take your money.** **CONGRESS** Needs a mandatory class meeting at the beginning.** Don't eliminate late showing. Publicize, let people know when it's being shown.**** Didn't care for instructor.***** UNF needed to cooperate more.** They should make it more affordable.

When students were asked what changes their institution might make with the telecourses, they suggested that institutions provide:

- available labs if they were included in the tuition fee;
- more office hours to see instructor;
- telecourses on all campuses;
- better scheduling;
- more class meetings; and
- better publicity about course offerings.

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SUGGESTIONS FOR THE DEVELOPMENT OF SUBSEQUENT TELECOURSES

	TWO YEAR	FOUR YEAR
	BRAIN Should constantly update them. I don't agree with their testing procedure -- the quizzes, midterm and final have such specific questions -- what's important is the context, not what some person said.** I'd like to see telecourses on more serious subjects. These introductory social science courses are full of cliches. **CONSTITUTION** Survey of what people would like. More basic or logical development of the topic. This type of teaching technique should be used more often. **WRITE COURSE** Keep others on-campus informed. Move beyond basic courses...offer more intermediate and advanced courses. Availability of instructor. More flexibility in meetings. Telecourse in novel writing. **NEW LITERACY** Different subjects, more variety. Should be able to get a degree from telecourses. Make sure you can do everything without having to come to campus (including taking tests at home).** Objectives should be at the beginning with the book - a severe problem. **CONGRESS** Everything has to be well coordinated. Well organized materials and more in-depth study guide needed. Glossary needed in study guide. Instructors are needed who can coordinate course. Study guide was weak.	**BRAIN** Too much program time devoted to irrelevancies.** Mini-courses. Too many films used these days are boring, old, out-of-date, etc. Could have two emphases: technical aspect and practical aspect. **CONSTITUTION** Teacher shouldn't get full pay for less time.** Borrow tapes. State schools buy their own TV station -- offer more courses, make money. Increase power of stations -- better reception.*** Don't have Friendly and Stewart do it. **WRITE COURSE** Follow sit com format -- make TV programs interesting to watch. Targeting -- find out about audience. More communication between the course producers and instructors. Have more courses in sophomore level and above. **NEW LITERACY** Another computer course -- more in-depth on one thing.*** I like weekly quizzes rather than exams. Not as general as this -- more specific, focused. Keep TV component -- reinforces independent learning.** **CONGRESS** I hope they develop a sequel. It should be updated. The Supreme Court would be interesting too.*** I'd like to see a more diverse array of subject matter... sciences, arts or even incorporate current TV fare into telecourses.

When asked for suggestions for the development of subsequent telecourses, students asked for more courses beyond the basic level, improving organization of the course, and offering courses that cover subjects of interest to students.

APPENDIX. QUESTIONNAIRE RESPONSES

Research Communications Ltd
824 Boylston Street Chestnut Hill, MA 02167 617 277-5183

COURSE OVERVIEW QUESTIONS #1

FINAL SESSION

January 1985

Dear Participant,

Research Communications welcomes you to our evaluation of course materials for the Annenberg/CPB telecourse that you took in the fall semester of 1984.

During this session you will discuss your experiences with this telecourse. We will be asking you a variety of questions about the course but this is not a test. All of your responses are anonymous. Please be candid in answering the questions on the following pages. Your assessment of this course will assist in the development of other telecourses designed to meet student interests and needs.

You will be paid at the end of this session.

Thank you!

Your Session Moderator

Directions: Please fill in the appropriate box next to each number on the card provided for your use. Select only **ONE** answer to each question. Make sure you have filled in the box completely. If you change your answer, make sure you have erased your response completely.

IF YOU ARE ASKED TO COMPARE SOMETHING TO OTHER COURSES OR TO RATE MATERIALS YOU DID NOT USE, PLEASE LEAVE THAT ITEM BLANK.

1. Which **ONE** of the following Annenberg/CPB telecourses are you evaluating in this session?

20% (A) The Brain, Mind, and Behavior
20 (B) The Constitution: That Delicate Balance
20 (C) The Write Course
21 (D) New Literacy
20 (E) Congress: We the People

2. Were you enrolled in any other Annenberg/CPB courses listed in item #1?

14% (A) Yes
86 (B) No

3. At which of the following types of schools were you taking this telecourse?

52 (A) Two-year college
49 (B) Four-year college

4. How many telecourses have you taken **OTHER THAN** the Annenberg/CPB course being evaluated in this session? (Include other telecourse enrollments this semester as well as previous semesters.)

57% (A) None
18 (B) One
12 (C) Two
4 (D) Three
5 (E) Four
2 (F) Five
0 (G) Six
1 (H) Seven
3 (I) More than seven

5. Prior to taking this telecourse, how interested were you in learning about the subject matter covered in the course?

42% (A) Very interested
36 (B) Somewhat interested
15 (C) A little interested
8 (D) Not at all interested

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

6. How many credits did you earn for the course?

3% (A) Not for credit
0 (B) One
5 (C) Two
86 (D) Three
7 (E) Four
0 (F) Five
0 (G) Six

7. Check one:

62% (A) Female
38 (B) Male

8. How old are you?

16% (A) 18-22 years of age
40 (B) 23-34 years of age
31 (C) 35-49 years of age
13 (D) 50 years of age or older

9. Did your institution offer this course at the:

66% (A) Entry or introductory level
23 (B) Intermediate level
8 (C) Advanced level
3 (D) Graduate level

10. Would you rate this course to be:

41% (A) Entry or introductory level
43 (B) Intermediate level
13 (C) Advanced level
3 (D) Graduate level

11. How would you rate the difficulty of the course?

32% (A) More difficult than other courses I have had at this level
53 (B) Comparable difficulty to other courses I have had at this level
15 (C) Easier than other courses I have had at this level

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

12. On the whole, how well did you perform in this course?

12% (A) Above the level I usually perform
54 (B) At the level I usually perform
18 (C) Below the level I usually perform
4 (D) Cannot make this comparison
13 (E) Do not have grades at this time

13. How would you rate your satisfaction with the course?

46% (A) Very satisfied
36 (B) Somewhat satisfied
16 (C) Somewhat dissatisfied
2 (D) Very dissatisfied

14. Which **ONE** course component did you find **MOST** valuable for its academic content?

33% (A) Television programs
25 (B) Study guide
42 (C) Textbook

15. Which of the following course components could you have done without? (Check only one response)

21% (A) Television programs
29 (B) Study guide
17 (C) Textbook
33 (D) Instructor

16. Would you recommend this course to a friend?

83% (A) Yes
18 (B) No

17. Would you enroll in a telecourse again?

92% (A) Yes
9 (B) No

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

18. How well prepared was the instructor who taught the course at your local institution?

30% (A) Better prepared than for other courses
44 (B) Comparable to other courses
16 (C) Less well prepared than for other courses
10 (D) Never met an instructor

19. How does the tuition for this course compare to that for an on-campus course with the same number of credits?

5% (A) Less
80 (B) Same
15 (C) More

20. How many exams were given?

8% (A) None
6 (B) One
67 (C) Two
4 (D) Three
14 (E) Four
2 (F) More than four

21. How many quizzes were given?

89% (A) None
1 (B) One
1 (C) Two
1 (D) Three
1 (E) Four
1 (F) Five
1 (G) Six
0 (H) Seven
6 (I) More than seven

22. In what format did you take exams and quizzes?

25% (A) Multiple choice or true/false
3 (B) Open-ended
23 (C) Essay questions
49 (D) A combination

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

23. How appropriate did you find this method of testing to be?

62% (A) Very appropriate
30 (B) Somewhat appropriate
4 (C) A little appropriate
5 (D) Not at all appropriate

24. Have you received your course grade at this time?

50% (A) Yes
50 (B) No

25. How satisfied are you with your grade?

31% (A) Very satisfied
12 (B) Somewhat satisfied
3 (C) Somewhat dissatisfied
3 (D) Very dissatisfied
51 (E) Have not received a grade

26. Did you use the materials for this course any differently as a result of keeping logs of your studying habits?

58% (A) I worked harder as a result of keeping the logs
1 (B) I worked less as a result of keeping the logs
35 (C) I did nothing differently while keeping the logs
59 (D) I did not keep the logs

27. Is this the first or second evaluation session for this telecourse that you have attended?

57% (A) First
43 (B) Second

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

ON THE FOLLOWING PAGES, THERE IS A SERIES OF STATEMENTS WITH WHICH YOU ARE ASKED TO AGREE OR DISAGREE. READ EACH CAREFULLY AND RECORD YOUR RESPONSE ON YOUR ANSWER CARD.

28. The course fulfilled my expectations.

26% (A) Strongly agree
50 (B) Agree
9 (C) Cannot decide
13 (D) Disagree
3 (E) Strongly disagree

29. The course covered an adequate amount of material.

51% (A) Strongly agree
42 (B) Agree
4 (C) Cannot decide
2 (D) Disagree
2 (E) Strongly disagree

30. The study guide was well coordinated with the textbook and television programs.

40% (A) Strongly agree
37 (B) Agree
11 (C) Cannot decide
10 (D) Disagree
2 (E) Strongly disagree

31. The exams and quizzes covered the material presented in the course.

36% (A) Strongly agree
55 (B) Agree
3 (C) Cannot decide
5 (D) Disagree
1 (E) Strongly disagree

32. Television is an effective way for me to learn.

35% (A) Strongly agree
41 (B) Agree
16 (C) Cannot decide
8 (D) Disagree
1 (E) Strongly disagree

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

33. The textbook provided adequate coverage of material in the course.

46% (A) Strongly agree
41 (B) Agree
6 (C) Cannot decide
6 (D) Disagree
1 (E) Strongly disagree

34. I received as much individual help as I needed.

25% (A) Strongly agree
35 (B) Agree
11 (C) Cannot decide
20 (D) Disagree
9 (E) Strongly disagree

35. We were given enough time to complete assignments. [Leave this blank if you had no assignments.]

39% (A) Strongly agree
50 (B) Agree
2 (C) Cannot decide
6 (D) Disagree
4 (E) Strongly disagree

36. The lesson objectives were clearly stated in the study guide.

35% (A) Strongly agree
48 (B) Agree
11 (C) Cannot decide
4 (D) Disagree
1 (E) Strongly disagree

37. The content of the television programs was current and up-to-date.

54% (A) Strongly agree
39 (B) Agree
3 (C) Cannot decide
3 (D) Disagree
2 (E) Strongly disagree

38. The programs progressed at a pace that I could follow.

39% (A) Strongly agree
49 (B) Agree
6 (C) Cannot decide
5 (D) Disagree
1 (E) Strongly disagree

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

39. The study guide was at an appropriate level for me.

33%
49 (A) Strongly agree
(B) Agree
8 (C) Cannot decide
8 (D) Disagree
2 (E) Strongly disagree

40. The textbook was at an appropriate level for me.

33%
47 (A) Strongly agree
6 (B) Agree
12 (C) Cannot decide
2 (D) Disagree
(E) Strongly disagree

NOW PLEASE TURN YOUR CARD OVER AND RECORD THE GRADE YOU RECEIVED FOR THE COURSE IN THE CIRCLE AND YOUR GRADE POINT AVERAGE FOR ALL COURSES TO DATE IN THE BOX. REMEMBER THAT YOUR RESPONSES ARE ANONYMOUS.

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

PLEASE CHECK YOUR CARDS TO MAKE SURE EACH BOX IS FILLED IN COMPLETELY; THAT THERE IS ONLY ONE ANSWER TO EACH QUESTION; AND THAT ANY PENCIL MARKS OUTSIDE THE BOXES HAVE BEEN ERASED COMPLETELY.

THANK YOU FOR YOUR HELP!

Research Communications Ltd.
824 Boylston Street, Chestnut Hill, MA 02167 617 277-5183

TELECOURSE PROCESS QUESTIONS #2

FINAL SESSION

January 1985

Dear Participant,

This second questionnaire deals with how you actually used the materials in the course. Please be candid in answering these questions. Your responses to these questions will assist telecourse developers in designing courses that meet student needs.

Before you begin, please make sure that the card that accompanies this questionnaire has the same ID# on it that your first questionnaire had. If it does not, please erase the number and enter the same ID # at the top. Next, please copy the exact same responses to questions #1 through #8 from card #1. You do not need to go back to the previous questionnaire.

Thank you!

Your Session Moderator

Directions: Please fill in the appropriate box next to each number on the card provided for your use. Select only **ONE** answer to each question. Make sure you have filled in the box completely. If you change your answer, make sure you have erased your response completely.

9. Do you work:

57% (A) Full-time outside the home
18 (B) Part-time outside the home
10 (C) Full-time as a homemaker
11 (D) Have no job at the present time
5 (E) Other

10. On a regular work day, during which period of time do you work **MOST** hours?

74% (A) Daytime hours (from 8 AM to 5 PM)
10 (B) Evening hours (from 5 PM to 1 AM)
2 (C) Late night hours (from 1 AM to 8 AM)
14 (D) Do not work

11. Is your total household income:

9% (A) Under $10,000 a year
10 (B) From $10,000 to $14,999
7 (C) From $15,000 to $19,999
12 (D) From $20,000 to $24,999
8 (E) From $25,000 to $29,999
12 (F) From $30,000 to $34,999
9 (G) From $35,000 to $39,999
31 (H) Over $40,000
4 (I) Do not know

12. What is your ethnic or racial background?

86% (A) Caucasian or White
3 (B) Mexican, Chicano, Hispanic, Puerto Rican
9 (C) Black
2 (D) Asian
1 (E) Other

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

13. Which of the following **BEST** describes your school enrollment status?

28 (A) High school
35 (B) Two-year college credited program
40 (C) Four-year college credited program
24 (D) Not currently enrolled in credited program

14. How many courses did you take this semester? (Include all courses, both on-campus and off-campus.)

33% (A) 1
24 (B) 2
16 (C) 3
13 (D) 4
9 (E) 5
3 (F) 6
4 (G) 7 or more

15. In the past, how many **ON-CAMPUS COURSES** have you dropped out of after the first two weeks of the course?

64% (A) None
19 (B) One
10 (C) Two
2 (D) Three
2 (E) Four
2 (F) Five
1 (G) Six
1 (H) Seven
2 (I) More than seven

16. In the past, how many **TELECOURSES** have you dropped out of after the first two weeks of the course?

94% (A) None
5 (B) One
1 (C) Two
1 (D) Three
0 (E) Four
0 (F) Five
0 (G) Six
0 (H) Seven
0 (I) More than seven

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

17. Have you recorded any programs in this telecourse on a videocassette recorder at home in order to view later at your own convenience?

60% (A) No, I do not own a videocassette recorder
6 (B) No, but I do own a videocassette recorder
34 (C) Yes, I own a videocassette recorder and recorded programs to view later at my convenience

18. Did you view any programs for this telecourse more than once?

57% (A) Yes
43 (B) No

19. What year are you in college?

16% (A) Freshman
29 (B) Sophomore
19 (C) Junior
12 (D) Senior
24 (E) Not currently enrolled

20. What is the highest academic degree you hope to achieve?

6% (A) None
11 (B) Associate Degree
37 (C) Bachelor's Degree
32 (D) Master's Degree
15 (E) Doctoral Degree

21. Have you **EVER** taken an **ON-CAMPUS** course?

96% (A) Yes
5 (B) No

22. Have you **EVER** taken an **OFF-CAMPUS CORRESPONDENCE** course?

30% (A) Yes
71 (B) No

23. While enrolled in this telecourse, were you also enrolled in a course that was taught on-campus?

55% (A) Yes
45 (B) No

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

24. Which **ONE** of the following was the **MOST IMPORTANT** reason for enrolling in this course? (Check only one)

1%
60 (A) Earn high school credit
6 (B) Earn college credit toward a degree
9 (C) Developing skills for a new job
18 (D) Upgrade employment skills for present job
8 (E) General interest in subject matter
(F) Other

25. Which **ONE** of the following factors **BEST** describes why you selected a telecourse as opposed to an on-campus course?

51%
14 (A) Minimized my travel to and from campus
11 (B) Wanted to try a new way of taking courses
11 (C) Subject matter not offered on-campus
2 (D) Not available during on-campus class periods
13 (E) Good way to take my first college course
(F) Other

26. Was this telecourse in your academic major field?

32%
55 (A) Yes
13 (B) No
(C) Have no academic major at this time

27. How did you **FIRST** hear or learn of the telecourse that you are evaluating in this session?

7%
11 (A) Friend
24 (B) Advisor
43 (C) Mail brochure
4 (D) Course catalog from institution
5 (E) Saw brochure or bulletin board poster
0 (F) TV announcement
3 (G) Radio announcement
5 (H) Newspaper article
(I) Other

28. Was the course an elective or required course?

59%
31 (A) Elective
4 (B) Required
7 (C) Don't know
(D) Neither

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

29. Would you have preferred to watch the programs at a time different from when you actually had to view?

49% (A) Yes
51 (B) No

30. What **ONE** day of the week would you **MOST** prefer to watch the video programs?

19%
16 (A) Monday
14 (B) Tuesday
5 (C) Wednesday
3 (D) Thursday
21 (E) Friday
23 (G) Sunday

31. What **ONE** time of this day is **BEST** for you to watch the video programs?

12%
19 (A) 6:00 AM to 8:00 AM
7 (B) 8:00 AM to 11:00 AM
6 (C) 11:00 AM to 1:00 PM
11 (D) 1:00 PM to 4:00 PM
39 (E) 4:00 PM to 7:00 PM
6 (F) 7:00 PM to 11:00 PM
1 (G) 11:00 PM to 1:00 AM
(H) 1:00 AM to 6:00 AM

32. Where did you view most of the programs?

60%
29 (A) At home alone
0 (B) At home with family and/or friends
6 (C) In a residence with other students
1 (D) On-campus in a library
5 (E) In a public library
(F) Other

33. Did you take notes while viewing the television programs?

49%
52 (A) Yes
(B) No

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

34. What **ONE** reason best explains why you did not take notes while viewing the program? (Leave this item blank if you did take notes while viewing.)

4% (A) Programs move too fast.
39 (B) Don't need to take notes since print materials cover it.
43 (C) Taking notes interrupts the flow of the program and I miss what is happening.
14 (D) Other

35. How many times did you **USUALLY** leave the room while viewing?

77% (A) None
16 (B) One
5 (C) Two
1 (D) Three
2 (E) Four
0 (F) Five
0 (G) Six
0 (H) Seven
0 (I) More than seven

36. If you had to watch two half-hour programs in one week, would you prefer to schedule your viewing:

23% (A) At separate times
65 (B) In pairs, one after the other
12 (C) Do not care

37. What percentage of the assigned textbook readings did you complete?

3% (A) Did not use the textbook in our course
3 (B) Textbook was used in course but I did not read any of it
7 (C) 1-25%
6 (D) 26-49%
13 (E) 50-74%
26 (F) 75-99%
43 (G) 100%

38. What percentage of the assigned study guide readings did you complete?

12% (A) Did not use the study guide in our course
4 (B) Study guide was used in course but I did not read any of it
5 (C) 1-25%
5 (D) 26-49%
12 (E) 50-74%
19 (F) 75-99%
43 (G) 100%

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

39. How many **REQUIRED** on-campus class meetings were held during the semester?

30% (A) None
4 (B) One
23 (C) Two
12 (D) Three
17 (E) Four
8 (F) Five
2 (G) Six
4 (H) Seven or more
1 (I) Do not know

40. How many **OPTIONAL** on-campus class meetings were held during the semester?

38% (A) None
14 (B) One
15 (C) Two
12 (D) Three
10 (E) Four
6 (F) Five
1 (G) Six
2 (H) Seven or more
3 (I) Do not know

41. Were the number of on-campus classes:

4% (A) Too many
57 (B) Just about right
34 (C) Too few
5 (D) Do not know

42. How long does it take for you to travel to your campus?

25% (A) Less than 15 minutes
34 (B) 16-29 minutes
25 (C) 30-44 minutes
10 (D) 45-59 minutes
6 (E) 1-2 hours
1 (F) More than 2 hours

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

43. How many on-campus class meetings did you attend for this course?

18% (A) None
9 (B) One
12 (C) Two
20 (D) Three
19 (E) Four
12 (F) Five
4 (G) Six
2 (H) Seven
5 (I) More than seven

44. How many times did you correspond with the instructor by mail?

61% (A) None
8 (B) One
6 (C) Two
4 (D) Three
1 (E) Four
4 (F) Five
2 (G) Six
16 (H) Seven or more

45. How many times did you seek help from your instructor by phone?

56% (A) None
16 (B) One
11 (C) Two
10 (D) Three
3 (E) Four
2 (F) Five
2 (G) Six
2 (H) Seven or more

46. How many times did you visit your instructor on-campus during office hours?

72% (A) None
13 (B) One
8 (C) Two
3 (D) Three
2 (E) Four
1 (F) Five
0 (G) Six
2 (H) Seven or more

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

47. How many times did you attend meetings outside scheduled class sessions with other students in the course?

86% (A) None
7 (B) One
3 (C) Two
1 (D) Three
2 (E) Four
0 (F) Five
0 (G) Six
3 (H) Seven or more

48. How hard or easy was it to contact the instructor for the course?

8% (A) Very hard
14 (B) Somewhat hard
13 (C) Somewhat easy
32 (D) Very easy
33 (E) Never tried

49. On the average, how many hours a week did you spend studying for this telecourse?

3% (A) None
11 (B) One hour
23 (C) Two hours
15 (D) Three hours
17 (E) Four hours
13 (F) Five hours
7 (G) Six hours
13 (H) Seven hours or more

50. On the average, how many hours a week do you spend studying for an on-campus course?

5% (A) None
6 (B) One hour
20 (C) Two hours
19 (D) Three hours
18 (E) Four hours
9 (F) Five hours
9 (G) Six hours
14 (H) Seven hours or more

PLEASE TURN THIS CARD OVER AND WRITE ON THE BACK OF THE CARD HOW MUCH TUITION YOU PAID FOR THIS COURSE.

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

PLEASE CHECK YOUR CARDS TO MAKE SURE EACH BOX IS FILLED IN COMPLETELY; THAT THERE IS ONLY ONE ANSWER TO EACH QUESTION; AND THAT ANY PENCIL MARKS OUTSIDE THE BOXES HAVE BEEN ERASED COMPLETELY.

THANK YOU FOR YOUR HELP!

Research Communications Ltd.
824 Boylston Street Chestnut Hill, MA 02167 617 277-5183

TELECOURSE MATERIALS QUESTIONS #3

FINAL SESSION

January 1985

Dear Participant,

So far in this session we have focused on questions regarding your experiences with the telecourse. Now we would like to turn your attention to the materials themselves: the textbook, study guide, and television programs.

Before you begin, please make sure that the card that accompanies this questionnaire has the same ID# on it that your first questionnaire had. If it does not, please erase the number and enter the same ID # at the top. Next, please copy the exact same responses to questions #1 through #8 from card #1. You do not need to go back to the previous questionnaires.

Thank you!

Your Session Moderator

Directions: Please fill in the appropriate box next to each number on the card provided for your use. Select only **ONE** answer to each question. Make sure you have filled in the box completely. If you change your answer, make sure you have erased your response completely.

IF YOU HAVE NOT USED THE TEXTBOOK, STUDY GUIDE, OR PROGRAMS FOR THIS COURSE, OR IF YOU HAVE NOT TAKEN OTHER COURSES, PLEASE LEAVE THE ITEMS ON THOSE MATERIALS BLANK.

9. Did you think the textbook for this course was appropriate for an:

42% (A) Introductory course
44 (B) Intermediate course
15 (C) Advanced course

10. In comparison to other textbooks you have used in **on-campus** classes, did you find the textbook for this course to be:

37% (A) More difficult
51 (B) The same
13 (C) Easier

11. In comparison to other textbooks you have used in **telecourses**, did you find the textbook for this course to be:

40% (A) More difficult
50 (B) The same
10 (C) Easier

12. Did you **USUALLY** read the textbook chapter(s)

43% (A) Before viewing the program
57 (B) After viewing the program

13. On the whole, how would you rate the quality of the textbook for this course?

44% (A) Excellent
39 (B) Good
12 (C) Fair
5 (D) Poor

PLEASE GO ON TO THE NEXT PAGE.

14. How effective or ineffective did you find the **TEXTBOOK** for this telecourse?

40% (A) Very Effective
41 (B) Somewhat Effective
6 (C) A Little Effective
4 (D) Neither Effective Nor Ineffective
4 (E) A Little Ineffective
3 (F) Somewhat Ineffective
4 (G) Very Ineffective

15. How informative or uninformative did you find the **TEXTBOOK** for this telecourse?

63% (A) Very Informative
28 (B) Somewhat Informative
5 (C) A Little Informative
1 (D) Neither Informative Nor Uninformative
1 (E) A Little Uninformative
2 (F) Somewhat Uninformative
1 (G) Very Uninformative

16. How clear or confusing did you find the **TEXTBOOK** for this telecourse?

37% (A) Very Clear
36 (B) Somewhat Clear
2 (C) A Little Clear
5 (D) Neither Clear Nor Confusing
12 (E) A Little Confusing
8 (F) Somewhat Confusing
2 (G) Very Confusing

17. How helpful or unhelpful did you find the **TEXTBOOK** in achieving the goals and objectives of the telecourse units?

42% (A) Very Helpful
36 (B) Somewhat Helpful
10 (C) A Little Helpful
5 (D) Neither Helpful Nor Unhelpful
2 (E) A Little Unhelpful
0 (F) Somewhat Unhelpful
5 (G) Very Unhelpful

PLEASE GO ON TO THE NEXT PAGE.

17. Have you recorded any programs in this telecourse on a videocassette recorder at home in order to view later at your own convenience?

60% (A) No, I do not own a videocassette recorder
6 (B) No, but I do own a videocassette recorder
34 (C) Yes, I own a videocassette recorder and recorded programs to view later at my convenience

18. Did you view any programs for this telecourse more than once?

57% (A) Yes
43 (B) No

19. What year are you in college?

16% (A) Freshman
29 (B) Sophomore
19 (C) Junior
12 (D) Senior
24 (E) Not currently enrolled

20. What is the highest academic degree you hope to achieve?

6% (A) None
11 (B) Associate Degree
37 (C) Bachelor's Degree
32 (D) Master's Degree
15 (E) Doctoral Degree

21. Have you **EVER** taken an **ON-CAMPUS** course?

96% (A) Yes
5 (B) No

22. Have you **EVER** taken an **OFF-CAMPUS CORRESPONDENCE** course?

30% (A) Yes
71 (B) No

23. While enrolled in this telecourse, were you also enrolled in a course that was taught on-campus?

55% (A) Yes
45 (B) No

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

23. How effective or ineffective did you find the **STUDY GUIDE** for this telecourse?

50% (A) Very Effective
27 (B) Somewhat Effective
5 (C) A Little Effective
8 (D) Neither Effective Nor Ineffective
3 (E) A Little Ineffective
5 (F) Somewhat Ineffective
3 (G) Very Ineffective

24. How informative or uninformative did you find the **STUDY GUIDE** for this telecourse?

47% (A) Very Informative
31 (B) Somewhat Informative
6 (C) A Little Informative
9 (D) Neither Informative Nor Uninformative
1 (E) A Little Uninformative
3 (F) Somewhat Uninformative
3 (G) Very Uninformative

25. How clear or confusing did you find the **STUDY GUIDE** for this telecourse?

50% (A) Very Clear
28 (B) Somewhat Clear
5 (C) A Little Clear
6 (D) Neither Clear Nor Confusing
8 (E) A Little Confusing
3 (F) Somewhat Confusing
1 (G) Very Confusing

26. How helpful or unhelpful did you find the **STUDY GUIDE** in achieving the goals and objectives of the telecourse units?

49% (A) Very Helpful
27 (B) Somewhat Helpful
10 (C) A Little Helpful
4 (D) Neither Helpful Nor Unhelpful
2 (E) A Little Unhelpful
5 (F) Somewhat Unhelpful
3 (G) Very Unhelpful

PLEASE GO ON TO THE NEXT PAGE.

27. Did you experience any delays beyond the first week of classes when purchasing any of the print materials?

19% --(A) Yes
82 --(B) No

28. Were you caused any inconvenience in purchasing materials late?

12% --(A) Yes
88 --(B) No

29. If the material arrived late, did this have any effect on your ability to complete coursework?

83% --(A) Materials did not arrive late for this course
10 --(B) No effect
6 --(C) Somewhat negative effect
2 --(D) Very negative effect

30. Did the late arrival of materials affect your assessment of the course as a whole?

2% --(A) Yes
15 --(B) No
83 --(C) Materials did not arrive late

31. How effective or ineffective did you find the **TELEVISION PROGRAMS** for this telecourse?

52% (A) Very Effective
28 (B) Somewhat Effective
11 (C) A Little Effective
2 (D) Neither Effective Nor Ineffective
2 (E) A Little Ineffective
4 (F) Somewhat Ineffective
3 (G) Very Ineffective

32. How informative or uninformative did you find the **TELEVISION PROGRAMS** for this telecourse?

59% (A) Very Informative
28 (B) Somewhat Informative
11 (C) A Little Informative
1 (D) Neither Informative Nor Uninformative
1 (E) A Little Uninformative
1 (F) Somewhat Uninformative
0 (G) Very Uninformative

33. How clear or confusing did you find the **TELEVISION PROGRAMS** for this telecourse?

62% (A) Very Clear
28 (B) Somewhat Clear
3 (C) A Little Clear
3 (D) Neither Clear Nor Confusing
4 (E) A Little Confusing
1 (F) Somewhat Confusing
0 (G) Very Confusing

34. How helpful or unhelpful did you find the **TELEVISION PROGRAMS** in achieving the goals and objectives of the telecourse units?

46% (A) Very Helpful
28 (B) Somewhat Helpful
15 (C) A Little Helpful
5 (D) Neither Helpful Nor Unhelpful
1 (E) A Little Unhelpful
2 (F) Somewhat Unhelpful
3 (G) Very Unhelpful

PLEASE GO ON TO THE NEXT PAGE.

35. On the whole, how would you rate the television programs for this telecourse?

52% (A) Excellent
35 (B) Good
12 (C) Fair
1 (D) Poor

36. How effectively did the print materials correspond with the television programs for this telecourse?

45% (A) Very effectively
33 (B) Somewhat effectively
12 (C) A little effectively
10 (D) Not at all effectively

37. Would you have watched the television programs at home on your own if you had not been taking this telecourse?

50% (A) Yes
50 (B) No

38. What **ONE** reason best explains why you would **NOT** have watched the television programs?

6% (A) Boring
1 (B) No interesting visuals
1 (C) Too fast/confusing
1 (D) Didn't like host
1 (E) Didn't like the guests/experts
6 (F) Didn't like topic
4 (G) Didn't like treatment of topic
29 (H) Other reason
52 (I) Would have watched the series on my own

39. How effective did you find the **EXPERTS** (people who were used for their expert opinion but did **NOT** serve as hosts or moderators in the programs) to be?

58% (A) Very effective
30 (B) Somewhat effective
10 (C) A little effective
2 (D) Not at all effective
0 (E) There were no experts used in the series.

PLEASE GO ON TO THE NEXT PAGE.

40. Which of the following hosted the telecourse you are evaluating in this series?

15% (A) George Page
18 (B) Fred Friendly and Potter Stewart
21 (C) Edwin Newman and Norman Ornstein
5 (D) Edmund Giesbert
22 (E) Not sure
19 (F) Did not have a host for our series

41. How effective did you find the **HOST(S)** of the programs to be?

40% (A) Very effective
24 (B) Somewhat effective
13 (C) A little effective
6 (D) Not at all effective
16 (E) There were no hosts used in the series

42. What did you do if you missed viewing or taping a program at home when it was broadcast? (Select **ONE** answer)

42% (A) Did not miss any programs
3 (B) Got videotape from college and viewed it at home on VCR
25 (C) Viewed videotape on college campus
6 (D) Did not view program because tapes were not available
7 (E) Did not view program because I did not know where to get tape
17 (F) Did not view program because I did not have time

GO TO THE RIGHT HAND SIDE OF YOUR CARD AND FILL IN THE BOX NEXT TO THE NUMBER OF TELEVISION PROGRAMS YOU VIEWED IN THE SERIES. YOU CAN USE THE FOLLOWING KEY TO ASSIST YOU.

	TOTAL # PROGRAMS IN SERIES
BRAIN, MIND, AND BEHAVIOR	8
THE CONSTITUTION: THAT DELICATE BALANCE	13
THE WRITE COURSE	30
NEW LITERACY	26
CONGRESS: WE THE PEOPLE	26

PLEASE GO ON TO THE NEXT PAGE.

PLEASE CHECK YOUR CARDS TO MAKE SURE EACH BOX IS FILLED IN COMPLETELY; THAT THERE IS ONLY ONE ANSWER TO EACH QUESTION; AND THAT ANY PENCIL MARKS OUTSIDE THE BOXES HAVE BEEN ERASED COMPLETELY.

THANK YOU FOR YOUR HELP!